



Facilitator's Guide to the Introduction to SBDM Training Module

Thank you for your commitment to SBDM and for training the council members attending your session(s). As a reminder *Introduction to SBDM* is designed as a six-hour session for new members. The session can be completed in one day with half in the morning, a lunch break, and then concluding in the afternoon, **or** it can be completed in a two-day period (e.g., two nights in a row, two Saturday sessions, et cetera ...). The SBDM statute allows for experienced members to complete half of the session as part of their required training; however, KDE's position is that this is not best practice.

The attached *Facilitator's Guide* includes a script, as well as accompanying answer keys and notes. The script itself is discretionary and serves as a guide only; the answers are samples. Feel free to create your own transitions between topics and to facilitate discussions to your comfort level; you are not bound by the script itself. Most of the activities and readings require mandatory engagement, so passive learning and "sit-and-get" are not recommended. Encourage your trainees to take notes, highlight, annotate, and interact with the words on the pages.

Should you find any incorrect information or need clarification on an activity, or if you would like to provide feedback on the module, feel free to contact your SBDM consultants at (502) 564-3791. Again, *thank you*.

Sample Agenda:

- I. Introductions
 - II. *Part I: The Basics*
 - III. Lunch
 - IV. *Part II: Beyond the Basics*
 - V. Closing/Evaluations/EILAs
-

Needed Materials:

- Booklet for each participant
- Consensogram
- Computer for PowerPoint presentation (optional)
- Internet connectivity to show *School Report Card* (if unavailable, print off sample pages)
- Sign-in sheet
- EILA certificates
- Nametags or name tents
- Highlighters
- Sample bylaws*
- Sample policies*
- Evaluations
- Word Bank sheet (optional [cut into strips])
- Post-Its (optional)
- Chart paper (optional)
- Markers (optional)
- True/False flashcards (optional [copied front to back])

**Can be found on the SBDM website under [Technical Documents](#)*

After welcoming participants, provide each person with a copy of the training booklet. Spend time reviewing the objectives below, which set the stage for the information that follows. This is also a key time to note that the training is designed to last six hours to satisfy the legal requirement for new council members.



KENTUCKY DEPARTMENT OF EDUCATION

Introduction to School-Based Decision Making

~~Six~~ hour training for new SBDM members

OBJECTIVES:

After this training, council members will be able to...

- Understand the purpose of school-based decision making and the council's work related to budgeting, improvement planning, personnel consultation, and principal selection
- Recognize the basics of the Kentucky statutes and regulations on school-based decision making
- Distinguish the roles and responsibilities of council and committee members
- Differentiate council bylaws, policies, and decisions from each other
- Assess his/her contributions to a school-based decision making council

SESSION OVERVIEW:

This SBDM training session is designed to help new council members understand their roles on councils and the work that councils do. These SBDM training materials were developed by the Kentucky Department of Education for use in training new school council members in implementing school-based decision making.

STUDENT ACHIEVEMENT:

The school council's mission is to improve student achievement [KRS 160.345(2)c]. Each school council must create an environment in its school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to achievement of the overall school's mission.

Say: The training session is divided into two sections: *The Basics* covers the essentials of council work, such as the roles of each member, how members are elected and open meetings and open records. The second section, *Beyond the Basics*, explores bylaws, policies, decisions and gets at the heart of a council's work.

Table of Contents

Section I: *The Basics*

Introduction to School-Based Decision Making..... 3

SBDM Pretest 4

The SBDM Statute..... 6

School Council Composition 14

Roles and Responsibilities for School Council Members..... 16

Committees 19

School Council Election Process 20

Open Meetings and Open Records 24

Section II: *Beyond the Basics*

School Council Bylaws..... 35

Required Policies 36

Consultation 41

Required Decisions 46

Principal Selection 48

School Councils and Data Analysis 49

School Budgets 51

Glossary 55

Opening Activity:

Place a copy of the consensogram on a table or a centralized location. (**TIP:** Print the consensogram on legal size paper [8.5" x 14"]). Prior to beginning the reading on page 3, have participants determine where they *fit* on the consensogram. Explain that the consensogram is a survey tool that will be visited at the beginning of the training and again at the very end to determine if their SBDM knowledge increased. Participants can use a marker to place a dot or circle where he/she fits on the continuum or if you have any color coding labels or stickers, participants can place one of those on the continuum. Once everyone has had a chance to participate, explain that you will return to it at the end to determine if their knowledge has increased.

Say: Let's begin by reading a short introduction to school-based decision making. While we read this page aloud, feel free to highlight on the page and take notes in the margin; your copy of the booklet belongs to you.

Introduction to School-Based Decision Making

In the 1990 legislative session, the Kentucky General Assembly passed HB 940, best known as the Kentucky Education Reform Act (KERA). Essentially, this piece of legislation changed the face of education in Kentucky. One drastic change that came along with KERA was KRS 160.345, which outlined school-based decision making councils.

School councils promote shared leadership among those who are closest to the students. Membership of each council includes parents, teachers and an administrator of the school. The council has the responsibility to set school policy and make decisions outlined in statute, which should provide an environment to enhance student achievement. The policies should assist in meeting the goals established in KRS 158.645 and KRS 158.6451.

Kentucky's education goals expect a high level of achievement for all students. By statute [KRS 158.6451], all schools shall develop their students' ability to do the following:

Kentucky's Education Goals	<div>1. Use basic communication and math skills for the purposes and situations they will encounter in their lives;</div> <div>2. Apply core ideas from math, sciences, arts and humanities, social studies, and practical living studies to situations they will encounter throughout their lives;</div> <div>3. Become self-sufficient individuals of good characters;</div> <div>4. Become responsible members of a family, work group, or community including demonstrating effectiveness in community services;</div> <div>5. Think and solve problems both in school and in situations they will encounter in life;</div> <div>6. Connect and join experiences and new knowledge from all subject matter and build on past learning experiences to acquire new information; and</div> <div>7. Express their creativity in visual arts, music, dance, and drama.</div>
----------------------------	---

Each council must create an environment in its own school that will result in high levels of student achievement. The SBDM statute also holds each school council accountable for how well it meets this responsibility. All policies and decisions made by a school council must contribute either directly or indirectly to achievement of that overall mission. *Shared decision-making results in a greater commitment to enhancing student achievement.*

Prior to moving on, ask participants if they have any questions about the information on this page, **OR** you could facilitate your own discussion centered on the goals: Which goal is most important to you? Why?

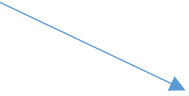
Read the **highlighted** section aloud. Once you have read it aloud, explain that you are going to have them take a 10-question pretest to determine what they *already know*. After five minutes, call time and review the answers (underlined). The words in blue provide additional information/clarification.

Schools are ever changing to meet the high demands in the 21st century. What are school councils doing to assist schools in meeting these high demands? As we begin this study in school-based decision making, ask yourself these questions:

1. *How has the world changed since you were in school?*
2. *What do students need to learn in order to be successful?*
3. *How can I be an active part in student learning?*

SBDM Pretest: Read the following questions/statements and circle your best guess based on what you already know about school-based decision making (SBDM). When the facilitator calls time, work with your table to discuss your responses and/or settle on the correct answers.

1. Every area of school council authority is established for a reason. What is the school council's most important responsibility?
 - a. Establishing policy
 - b. The selection of the principal if a vacancy occurs
 - c. Improving student achievement
 - d. Textbook selection
2. The SBDM statute requires that school councils annually review data on student performance. The test data your school is required to review should include data disaggregated by:
 - a. Race
 - b. Gender
 - c. Participation in the federal free/reduced-price meals program
 - d. Those students with a disability
 - e. All of the above
3. **True or False:** The school council is legally responsible for adopting a policy that determines the school's curriculum.
4. When is a school council required **by statute** to have minority representation?
 - a. When it is first established
 - b. When at least 8 percent of the student population is minority
 - c. When the school has a minority principal
 - d. When the board of education mandates it
5. **True or False:** All school councils *must* have school council committees.



If asked, explain that *disaggregate* means to separate. Schools are asked to separate testing data by those subgroups listed and compare the group's performance for the purpose of eliminating achievement gaps and in improving overall student achievement.

6. **True or False:** The superintendent serves as part of the school council during the principal selection process; however, the superintendent is **not** allowed to vote for any candidate.

7. Which one of the following persons cannot serve as a parent representative on the school council?

- a. Birth parent(s)
- b. Foster parent(s)
- c. A teacher who also has a child enrolled as a student at the school
- d. Stepparent(s)

Teachers can serve in the teacher role, but not as a parent at the school where they work.

8. **True or False:** The school council should meet with the media librarian on the maintenance of the school media center.

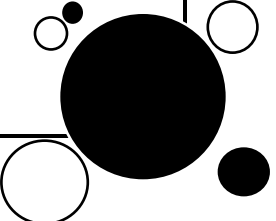
9. Consultation can include:

- a. Meetings
- b. Timeline
- c. Review of applications and references
- d. Interviews
- e. All of the above

This one may present itself as a trickier statement, because only K-5 must have a wellness policy per Kentucky statute (KRS 160.345[1 1]) and the statement says *all*.

10. **True or False:** All schools must adopt a *wellness policy*.

REFLECTION	<p><i>How do your results make you feel? Why?</i></p> <p>Answers will vary.</p>
	<p><i>What information regarding SBDM was surprising to you? Why?</i></p> <p>Answers will vary.</p>



After participants have answered the reflection questions, have a few of them share their responses aloud (contingent upon comfort level).

KRS 160.345: *The SBDM Statute*

Kentucky's laws are known as the Kentucky Revised Statutes (KRS). These statutes are organized by title and chapter similar to a book; however, when we look at the text in print, it resembles an outline with letters and numbers. All of Kentucky's statutes can be found on the Legislative Research Commission's (LRC) website: www.lrc.ky.gov.

Directions: KRS 160.345 is the primary statute pertaining to a school council's work. Silently read the statute and while doing so, please highlight important information and make notes in the margins – especially focusing on any question/statement from the previous pretest.

160.345 Definitions – Required adoption of school councils for school-based decision making – Composition – Responsibilities – Professional development – Exemption – Formula for allocation of school district funds – Intentionally engaging in conduct detrimental to school-based decision making by board member, superintendent, district employee, or school council member – Complaint procedure – Disciplinary action – Rescission of right to establish and powers of council – Wellness policy.

- (1) For the purpose of this section:
 - (a) "Minority" means American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific Islander; or other ethnic group underrepresented in the school;
 - (b) "School" means an elementary or secondary educational institution that is under the administrative control of a principal and is not a program or part of another school. The term "school" does not include district-operated schools that are:
 1. Exclusively vocational-technical, special education, or preschool programs;
 2. Instructional programs operated in institutions or schools outside of the district; or
 3. Alternative schools designed to provide services to at-risk populations with unique needs;
 - (c) "Teacher" means any person for whom certification is required as a basis of employment in the public schools of the state, with the exception of principals and assistant principals; and
 - (d) "Parent" means:
 1. A parent, stepparent, or foster parent of a student; or
 2. A person who has legal custody of a student pursuant to a court order and with whom the student resides.
- (2) Each local board of education shall adopt a policy for implementing school-based decision making in the district which shall include, but not be limited to, a description of how the district's policies, including those developed pursuant to KRS 160.340, have been amended to allow the professional staff members of a school to be involved in the decision making process as they work to meet educational goals established in KRS 158.645 and 158.6451. The policy may include a requirement that each school council make an annual report at a

public meeting of the board describing the school's progress in meeting the educational goals set forth in KRS 158.6451 and district goals established by the board. The policy shall also address and comply with the following:

- (a) Except as provided in paragraph (b)2. of this subsection, each participating school shall form a school council composed of two (2) parents, three (3) teachers, and the principal or administrator. The membership of the council may be increased, but it may only be increased proportionately. A parent representative on the council shall not be an employee or a relative of an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the district administrative offices. A parent representative shall not be a local board member or a board member's spouse. None of the members shall have a conflict of interest pursuant to KRS Chapter 45A, except the salary paid to district employees;
- (b)
 - 1. The teacher representatives shall be elected for one (1) year terms by a majority of the teachers. A teacher elected to a school council shall not be involuntarily transferred during his or her term of office. The parent representatives shall be elected for one (1) year terms. The parent members shall be elected by the parents of students preregistered to attend the school during the term of office in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. A school council, once elected, may adopt a policy setting different terms of office for parent and teacher members subsequently elected. The principal shall be the chair of the school council.
 - 2. School councils in schools having eight percent (8%) or more minority students enrolled, as determined by the enrollment on the preceding October 1, shall have at least one (1) minority member. If the council formed under paragraph (a) of this subsection does not have a minority member, the principal, in a timely manner, shall be responsible for carrying out the following:
 - a. Organizing a special election to elect an additional member. The principal shall call for nominations and shall notify the parents of the students of the date, time, and location of the election to elect a minority parent to the council by ballot; and
 - b. Allowing the teachers in the building to select one (1) minority teacher to serve as a teacher member on the council. If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Term limitations shall not apply for a minority teacher member who is the only minority on faculty;
- (c)
 - 1. The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451. The principal shall be the primary administrator and the instructional leader of the school, and with the assistance of the total school staff shall administer the policies established by the school council and the local board.

2. If a school council establishes committees, it shall adopt a policy to facilitate the participation of interested persons, including, but not limited to, classified employees and parents. The policy shall include the number of committees, their jurisdiction, composition, and the process for membership selection;
- (d) The school council and each of its committees shall determine the frequency of and agenda for their meetings. Matters relating to formation of school councils that are not provided for by this section shall be addressed by local board policy;
 - (e) The meetings of the school council shall be open to the public and all interested persons may attend. However, the exceptions to open meetings provided in KRS 61.810 shall apply;
 - (f) After receiving notification of the funds available for the school from the local board, the school council shall determine, within the parameters of the total available funds, the number of persons to be employed in each job classification at the school. The council may make personnel decisions on vacancies occurring after the school council is formed but shall not have the authority to recommend transfers or dismissals;
 - (g) The school council shall determine which textbooks, instructional materials, and student support services shall be provided in the school. Subject to available resources, the local board shall allocate an appropriation to each school that is adequate to meet the school's needs related to instructional materials and school-based student support services, as determined by the school council. The school council shall consult with the school media librarian on the maintenance of the school library media center, including the purchase of instructional materials, information technology, and equipment;
 - (h) Personnel decisions at the school level shall be as follows:
 - 1. From a list of qualified applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council, consistent with paragraph (i)11. of this subsection. The superintendent shall provide additional applicants to the principal upon request when qualified applicants are available. The superintendent may forward to the school council the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation, or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer-employee bargained contract which is in effect;
 - 2. a. i. If the vacancy to be filled is the position of principal, the outgoing principal shall not serve on the council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process.

This section of the statute was amended in 2017 and took effect April 2017.

- ii. Except as provided in subdivision b. of this subparagraph, the council shall have access to the applications of all persons certified for the position. The principal shall be elected on a majority vote of the membership of the council. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training;
- b. An alternative principal selection process may be used **by the school council** as follows:
 - i. Prior to a meeting called to select a principal, all school council members shall receive informational materials regarding Kentucky open records and open meetings laws and sign a nondisclosure agreement forbidding the sharing of information shared and discussions held in the closed session;
 - ii. The superintendent shall convene the school council and move into closed session as provided in KRS 61.810(1)(f) to confidentially recommend a candidate;
 - iii. The council shall have the option to interview the recommended candidate while in closed session; and
 - iv. After any discussion, at the conclusion of the closed session, the council shall decide, in a public meeting by majority vote of the membership of the council, whether to accept or reject the recommended principal candidate;
- c. If the recommended candidate is selected, and the recommended candidate accepts the offer, the name of the candidate shall be made public during the next meeting in open session;
- d.
 - i. If the recommended candidate is not accepted by the school council under subdivision b. of this subparagraph, then the process set forth in subdivision a. of this subparagraph shall apply.
 - ii. The confidentially recommended candidate's name and the discussions of the closed session shall remain confidential under KRS 61.810(1)(f), and any documents used or generated during the closed meeting shall not be subject to an open records request as provided in KRS 61.878(1)(i) and (j).
 - iii. A recommended candidate who believes a violation of this subdivision has occurred may file a written complaint with the Kentucky Board of Education.
 - iv. A school council member who is found to have disclosed confidential information regarding the proceeding of the closed session shall be subject to removal from the school council by the Kentucky Board of Education under subsection (9)(e) of this section;

3. Personnel decisions made at the school level under the authority of subparagraphs 1 and 2. of this paragraph shall be binding on the superintendent who completes the hiring process;
 4. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020; and
 5. Notwithstanding other provisions of this paragraph, if the applicant is the spouse of the superintendent and the applicant meets the service requirements of KRS 160.380(2)(e), the applicant shall only be employed upon the recommendation of the principal and the approval of a majority vote of the school council;
- (i) The school council shall adopt a policy to be implemented by the principal in the following additional areas:
1. Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS 158.6453(19);
 2. Assignment of all instructional and noninstructional staff time;
 3. Assignment of students to classes and programs within the school;
 4. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;
 5. Determination of use of school space during the school day related to improving classroom teaching and learning;
 6. Planning and resolution of issues regarding instructional practices;
 7. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and principal;
 8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;
 9. Adoption of an emergency plan as required in KRS 158.162;
 10. Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal; and
 11. Procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situations in which members of the council are not available for consultation; and
- (j) Each school council shall annually review data as shown on state and local student assessments required under KRS 158.6453. The data shall include but not be limited to information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program. After completing the review of data, each school council, with the involvement of parents, faculty, and staff, shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals

set forth in KRS 158.645 and 158.6451(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than November 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty, and staff.

- (3) The policies adopted by the local board to implement school-based decision making shall also address the following:
 - (a) School budget and administration, including: discretionary funds; activity and other school funds; funds for maintenance, supplies, and equipment; and procedures for authorizing reimbursement for training and other expenses;
 - (b) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state;
 - (c) School improvement plans, including the form and function of strategic planning and its relationship to district planning, as well as the school safety plan and requests for funding from the Center for School Safety under KRS 158.446;
 - (d) Professional development plans developed pursuant to KRS 156.095;
 - (e) Parent, citizen, and community participation including the relationship of the council with other groups;
 - (f) Cooperation and collaboration within the district, with other districts, and with other public and private agencies;
 - (g) Requirements for waiver of district policies;
 - (h) Requirements for record keeping by the school council; and
 - (i) A process for appealing a decision made by a school council.
- (4) In addition to the authority granted to the school council in this section, the local board may grant to the school council any other authority permitted by law. The board shall make available liability insurance coverage for the protection of all members of the school council from liability arising in the course of pursuing their duties as members of the council.
- (5) All schools shall implement school-based decision making in accordance with this section and with the policy adopted by the local board pursuant to this section. Upon favorable vote of a majority of the faculty at the school and a majority of at least twenty-five (25) voting parents of students enrolled in the school, a school meeting its goal as determined by the Department of Education pursuant to KRS 158.6455 may apply to the Kentucky Board of Education for exemption from the requirement to implement school-based decision making, and the state board shall grant the exemption. The voting by the parents on the matter of exemption from implementing school-based decision making shall be in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. Notwithstanding the provisions of this section, a local school district shall not be required to implement school-based decision making if the local school district contains only one (1) school.

- (6) The Department of Education shall provide professional development activities to assist schools in implementing school-based decision making. School council members elected for the first time shall complete a minimum of six (6) clock hours of training in the process of school-based decision making, no later than thirty (30) days after the beginning of the service year for which they are elected to serve. School council members who have served on a school council at least one (1) year shall complete a minimum of three (3) clock hours of training in the process of school-based decision making no later than one hundred twenty (120) days after the beginning of the service year for which they are elected to serve. Experienced members may participate in the training for new members to fulfill their training requirement. School council training required under this subsection shall be conducted by trainers endorsed by the Department of Education. By November 1 of each year, the principal through the local superintendent shall forward to the Department of Education the names and addresses of each council member and verify that the required training has been completed. School council members elected to fill a vacancy shall complete the applicable training within thirty (30) days of their election.
- (7) A school that chooses to have school-based decision making but would like to be exempt from the administrative structure set forth by this section may develop a model for implementing school-based decision making, including but not limited to a description of the membership, organization, duties, and responsibilities of a school council. The school shall submit the model through the local board of education to the commissioner of education and the Kentucky Board of Education, which shall have final authority for approval. The application for approval of the model shall show evidence that it has been developed by representatives of the parents, students, certified personnel, and the administrators of the school and that two-thirds (2/3) of the faculty have agreed to the model.
- (8) The Kentucky Board of Education, upon recommendation of the commissioner of education, shall adopt by administrative regulation a formula by which school district funds shall be allocated to each school council. Included in the school council formula shall be an allocation for professional development that is at least sixty-five percent (65%) of the district's per pupil state allocation for professional development for each student in average daily attendance in the school. The school council shall plan professional development in compliance with requirements specified in KRS 156.095, except as provided in KRS 158.649. School councils of small schools shall be encouraged to work with other school councils to maximize professional development opportunities.
- (9) (a) No board member, superintendent of schools, district employee, or member of a school council shall intentionally engage in a pattern of practice which is detrimental to the successful implementation of or circumvents the intent of school-based decision making to allow the professional staff members of a school and parents to be involved in the decision making process in working toward meeting the educational goals established in KRS 158.645 and 158.6451 or to make decisions in areas of policy assigned to a school council pursuant to paragraph (i) of subsection (2) of this section.
- (b) An affected party who believes a violation of this subsection has occurred may file a written complaint with the Office of Education Accountability. The office shall

investigate the complaint and resolve the conflict, if possible, or forward the matter to the Kentucky Board of Education.

- (c) The Kentucky Board of Education shall conduct a hearing in accordance with KRS Chapter 13B for complaints referred by the Office of Education Accountability.
 - (d) If the state board determines a violation has occurred, the party shall be subject to reprimand. A second violation of this subsection may be grounds for removing a superintendent, a member of a school council, or school board member from office or grounds for dismissal of an employee for misconduct in office or willful neglect of duty.
 - (e) Notwithstanding paragraph (d) of this subsection and KRS 7.410(2)(c), if the state board determines a violation of the confidentiality requirements set forth in subsection (2)(h)2. of this section by a school council member has occurred, the state board shall remove the member from the school council, and the member shall be permanently prohibited from serving on any school council in the district.
- (10) Notwithstanding subsections (1) to (9) of this section, a school's right to establish or maintain a school-based decision making council and the powers, duties, and authority granted to a school council may be rescinded or the school council's role may be advisory if the commissioner of education or the Kentucky Board of Education takes action under KRS 160.346.
- (11) Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. Each school council, or if there is no school council, the principal, shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program. The Kentucky Department of Education shall make available a list of available resources to carry out the provisions of this subsection. The department shall report to the Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity under this subsection and on the types of physical activity being provided. The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.
- (12) Discretionary authority exercised under subsection (2)(h)2.b. of this section shall not violate provisions of any employer-employee bargained contract existing between the district and its employees.

Effective: April 10, 2017

After sufficient time has been given, ask your participants if they have any questions regarding the content. Emphasize that the statute was recently amended in 2017 with the passing of Senate Bill 1.

Say: We will now spend some time discussing council composition, the roles and responsibilities of council members and how committees can help councils with their work. You are encouraged to continue highlighting and annotating as we make our way through the next pages.

School Council Composition

Every school council consists of one principal, three teachers and two parents [KRS 160.345(2)(a)]. The school council may increase membership; however, the increase must be proportionate.

Have trainees guess what number should fill each blank and point out the proportionate increase.

Administrator	Teacher	Parents	Total Membership
1	3	2	6
2	6	4	12
3	9	6	18

SBDM statute also requires that a school council having 8 percent or more **minority** student population shall have at least one minority member. This could change the structure of the council, but no alternative application is required as it is a requirement of KRS 160.345.

To serve on an SBDM council, teachers and staff must satisfy eligibility requirements. **Teachers** eligible to serve are those people for whom certification is required as a basis of employment in the public schools of the state with the exception of principals and assistant principals. Itinerant teachers, part-time teachers, guidance counselors and library media specialists are eligible to serve as a teacher member on council.

A **parent** is eligible to serve on a council if he/she is the biological or adoptive parent, a stepparent or a foster parent of a student, or a person who has legal custody of a student pursuant a court order **and** with whom the student resides. This includes a parent of any student preregistered for the school year that the parent will serve (i.e., entering kindergarten, entering middle school, and entering high school).

Ineligible parents include the following: an employee or relative of an employee at the school, an employee or relative of an employee at the district administrative offices and a local board of education member or member's spouse. **Relative** is defined in KRS 160.380(1)(c) as "*father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law.*"

Encourage participants to mandatorily engage during this process by holding a thumbs up for yes and a thumbs down for no.

Directions: Read each of the questions below and determine whether the people are eligible to serve on the council. Check either yes or no in the second column. **Answers in blue.**

1. Can a substitute teacher serve as a teacher member on the school council? (not required to be certified as a basis of employment)	<input type="radio"/> yes <input checked="" type="radio"/> no
2. Can an itinerant speech language pathologist who works at a school one day per week serve as a teacher member on the council?	<input checked="" type="radio"/> yes <input type="radio"/> no
3. Can a volunteer assistant volleyball coach serve as a parent member on a school council? (volunteering, so not an employee)	<input checked="" type="radio"/> yes <input type="radio"/> no
4. Can the daughter of a local board member serve as a parent member on a school council? (provision states the spouse, not the daughter)	<input checked="" type="radio"/> yes <input type="radio"/> no
5. Can the nephew of a teacher who works at the school serve as a parent member on the council? (not included in relative definition)	<input checked="" type="radio"/> yes <input type="radio"/> no

School councils can apply for an **alternative membership model**. Any school council that would like to be exempt from the standard structure may develop its own model for implementing SBDM that includes, but is not limited to, a description of membership, organization, and the duties and the responsibilities of the council members. In order to have an alternative structure, the school will need to submit the model through the district board of education to the Commissioner of Education and the Kentucky Board of Education (KBE), which has final authority.

Have trainees list their answers prior to reviewing them together. Sample responses are listed below in blue.

What are the potential positives of having an alternative school council model?	What are the potential drawbacks of having an alternative school council model?
<ul style="list-style-type: none"> • Could allow for more constituent representation without having to increase proportionately • Those shareholders not included in the statute could serve on council: classified employees, students 	<ul style="list-style-type: none"> • The process itself can be time consuming: you have to get the required number of votes, support from faculty and staff, presentation to the Commissioner of Education and the Kentucky Board of Education • Could change quorum requirements • If there is a significant increase in membership, it could be even more difficult to train the members and/or reach consensus.

After having reviewed the council composition section, explain that the next section consists of the roles and responsibilities of each of the members on council. The words in blue fill the blanks in the participant's guide.

You are encouraged to have participants make an *educated guess* on what word fills each blank or you could offer a *Word Bank* sheet to each participant to provide them with guidance. There are a few extra words tossed in to keep their minds thinking!

Roles and Responsibilities for School Council Members

Every member on the council has a specific role. In this section, we will look at what those roles are.

ROLES	RESPONSIBILITIES
<i>Chair-Principal</i>	<ul style="list-style-type: none"> • Facilitator, gatekeeper, organizer • Strives for efficiency and productivity from members • Focuses on objectives and collective energy of group
<i>Teacher Representatives</i>	<ul style="list-style-type: none"> • Increase understanding of school management to ensure they're meeting the changing educational needs of students • Be familiar with the statutes that govern school-based decision making • Serve on a variety of school council committees • Maintain a good and working relationship with staff, families and administrators • Be decisive on issues that are in the best interest of all students • Devote time necessary to understand how the present school council is managing the school, especially in areas of curriculum, instruction, scheduling or staff time, student placement, space allotment, budget and personnel • Be team players and value the opinions and perspectives of other faculty and families • Understand the link between school councils and successful school management
<i>Parent Representatives</i>	<ul style="list-style-type: none"> • Be aware of all assessments administered to students and the school's results • Understand how the school functions • Accept that the school cannot change overnight • Understand the school council structure, including the structure and functions of the school council committees • Be willing to make the time commitment necessary to be an effective member of a school council • Promote communication and exchange of information • Understand that the school council has not replaced the role of the school principal

Say: Prior to moving on, let's spend a few minutes reflecting on the previous content by completing the tasks in the box below:

REFLECTION	<p><i>Explain how your responsibilities relate to student achievement.</i></p> <p><i>Answers will vary based on the role of the person on council.</i></p>
	<p><i>What responsibility related to your role seems challenging to you? What makes it challenging?</i></p> <p><i>Answers will vary.</i></p>

Directions: In addition to individual council member roles and responsibilities, the council as a whole also has several legal responsibilities. After reviewing the chart on the next page, circle the responsibility that you were unaware the council had.

Answers to this activity will vary. If any participant has a question about the chart, refer them to the statute, which is where these items are covered. As your comfort level allows, feel free to provide examples/scenarios of this work from your past experience (as a member or trainer or in another role). Also, emphasize what councils do not do.

WHAT COUNCILS DO	
PLAN	<i>Targets for closing achievement gaps</i> <i>School improvement plan</i> <i>School safety plan</i> <i>Ungraded primary program</i>
PLANNING PROCESS	<i>Test scores analysis</i> <i>Alignment with state standards</i> <i>Technology use</i>
PROFESSIONAL DEVELOPMENT	<i>Professional development</i>
BUDGETS	<i>Spending on staff</i> <i>Spending for textbooks, instructional materials and student support</i> <i>Use of rewards money</i>
POLICIES	<i>Curriculum</i> <i>Staff time assignment</i> <i>Student assignment</i> <i>School schedule</i> <i>School space</i> <i>Instructional practices</i> <i>Discipline</i> <i>Extracurricular programs</i> <i>State standards alignment</i> <i>Technology use</i> <i>Program evaluation</i> <i>Consultation</i> <i>Committees</i> <i>Parent engagement</i> <i>Wellness</i>
CONSULTATION PROCESS	<i>Discussion regarding vacancies</i> <i>(before principal selects people to be hired)</i>
PRINCIPAL SELECTION	<i>Selection of new principal</i>
WHAT COUNCILS DO <u>NOT</u> DO	
<i>Break state or federal laws</i> <i>Risk health and safety</i> <i>Risk lawsuits</i> <i>Make decisions outside of their areas of responsibility</i> <i>Spend money a school does not have</i> <i>Create a successful school without strong support from the whole school community</i>	

Say: As you have likely noticed, the council retains authority in several areas, which can be time-consuming. Some of the responsibilities can be delegated to committees, which are covered more in-depth in this section.

Committees

Committees are **not a requirement** for each school and school council; however, committees are considered best practice and **encourage shared decision-making among all school shareholders** (e.g., teaching staff, classified staff, families, community members, et cetera). If committees are established, then the school council must have a committee policy that facilitates the participation of any interested person, notes the number of committees, provides the level of authority for each of the committees, outlines the committees' composition and describes the process for membership selection. It is best practice that the school council provides written guidance for the committees and requires updates from the committees at regular school council meetings. There are two types of committees common with school councils:

Standing Committees	Ad Hoc Committees
These committees continue their work throughout the year and should be specifically included in the committee policy.	These committees are formed for a specific purpose and then are disbanded when the charge has been completed. A committee policy should include specific guidance for ad hoc committees.

Directions: Below are some examples of committees and a brief description of the work. Determine whether the committee is a standing committee or an ad hoc committee and circle your answer in column two below:

COMMITTEE	TYPE
Extracurricular <i>discusses and evaluates extracurricular activities</i>	<u>Standing</u> or Ad Hoc
Discipline <i>discusses and evaluates the discipline data and policy</i>	<u>Standing</u> or Ad Hoc
Professional Development <i>plans and coordinates professional learning opportunities with the improvement planning process</i>	<u>Standing</u> or Ad Hoc
Improvement Planning <i>discusses the school's needs assessment and develops improvement strategies and activities</i>	Standing or <u>Ad Hoc</u>
Curriculum and Instruction <i>discusses and evaluates the school's curriculum and instructional strategies</i>	<u>Standing</u> or Ad Hoc
Interviewing Teacher Candidate <i>completes the interviewing process as part of the school council's consultation policy</i>	Standing or <u>Ad Hoc</u>

Improvement Planning is debatable if the committee is simply working to satisfy legal requirements; however, if improvement planning is a priority, then this could be a standing committee.

To elicit active participation, participants could physically stand if they think the committee is standing and remain seated for ad hoc committees when reviewing the answers.

Say: The election process for council members varies for the constituent groups. This section provides information on the election process and who qualifies to serve in these roles.

Encourage your participants to highlight and take notes while reading this section.

School Council Election Process

Representatives of the school council are elected by their constituent groups to create policies that enhance student achievement. Prior to the elections being held for the parent and teacher representatives to the council, it is important that members understand that training of council members is mandated [KRS 160.345(6)]. This requires **new members** to obtain six hours of training in the implementation of school-based decision making and requires **experienced members** to obtain three hours of training in the implementation of school-based decision making.

Teacher Elections: All full- and part-time teachers assigned to the school building, including school counselors and media specialists, are eligible to serve on the school council and vote in a school council election. Teacher representatives must be elected by a **majority vote** of all the teachers assigned to the building (e.g., if the building has 30 teachers, a teacher candidate must have 16 votes – one-half plus one – to be elected).

The teachers in the building should determine the process to elect the teacher representatives of the building. This process should address the following:

- **Nomination process:** *How will people be nominated? What will the timeline be? How will the ballots be prepared once nominations are made?*
- **Voting:** *How will the voting process take place? What is the time frame for voting? How will ballots be secured? How will the election be monitored? How will candidates be notified of the results? How will tie votes and candidates not receiving a majority of all the eligible votes be handled?*
- **Vacancies:** *What are the procedures of notification and voting for vacant positions?*

The **custodian of records** should keep documentation of the election process, including ballots and tallies for the election. These most often are placed and sealed in a labeled envelope and filed with other school council records. Record maintenance is extremely important if there is a challenge to the election for the teacher representatives to the council.

Parent Elections: To be eligible to serve on the school council, parents must have a student enrolled or preregistered to attend the school for the year they will be serving on the council. Additionally eligibility requirements are as follows:

- The definition of parent includes anyone who is a parent, stepparent, foster parent and/or a person who has legal custody of a student **and** with whom the student resides.
- A parent representative on the council shall not be an employee or a relative of an employee of the school in which that parent serves.
- A parent representative on the school council shall not be an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the district administrative offices.

- A parent representative shall not be a local board of education member or the spouse of a board member.

Parents must be elected by **plurality vote**. The largest parent organization of the school will conduct the election for parent representative to the school council. In determining procedures for their elections, consideration should be given to the following:

- **Procedures for election:** *Where will the elections take place? When will the elections take place? Who will be responsible for holding the election? Are absentee ballots allowed? What will be the process for absentee ballots?*
- **Procedures for determining representatives:** *What will be the method for counting the votes? What will be the method for informing the school community of the results of the election? What will be the process for conducting a runoff election if needed?*

The custodian of records should keep documentation of the election process including ballots and tallies for the election. These most often are placed and sealed in a labeled envelope and filed with other school council records. This is extremely important if there is a challenge to the election for the parent representatives to the council.

Minority Elections: Schools with 8 percent or more student minority population must have at least one minority representative on the school council. For the purposes of SBDM, minority is defined as “*American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central American or South American origins; Pacific Islander; or other ethnic group underrepresented in the school* [KRS 160.345(1)(a)].”

If a school council is formed and has not obtained minority representation in either of the three role groups (i.e., teacher, parent or administrator), the principal will be responsible for ensuring both of the following:

1. An additional election is held for parents to elect a minority parent representative to the council **and**
2. Teachers will organize to select a minority teacher to the council.

If, after soliciting nominations, no one is willing to serve as either parent or teacher minority member, then those seats on the council will be noted as vacant. The exception to this is when there is no minority teacher on staff; the faculty may elect an additional teacher member to the council per statute. In the event someone is willing to fill the position later, an election can be conducted at that time.

Terms of Office: By statute [KRS 160.345(2)(b)1], the terms of office for SBDM members is one year. However, the school council can determine the length of the terms of office. A school council, once elected, may adopt a bylaw setting different terms of office for parent and teacher members subsequently elected.

If a vacancy occurs on a school council during the term of office, the following may occur:

- An election can be held to fill the position.
- If the original election procedures have been set up to allow a candidate to be elected as an alternate, the alternate may fill the position. This must be part of the original procedures and must follow the requirement of the election.

It is important that the school community understand that this procedure is established to finish the term of the vacancy and not a full length of the term.

The answers listed below are *sample responses*. Open the questions for discussion after having the members first list their own ideas:

What are the <i>advantages</i> of having a longer council term?	What are the <i>disadvantages</i> of having a longer council term?
<ul style="list-style-type: none">• Good historian of previous conversations and decisions made• Could cut back on the number of elections• Members are there long enough to see if decisions made are working	<ul style="list-style-type: none">• A member could be half-heartedly interested in the work of the council, missing several meetings over the course of two years, which could impact quorum.• The member could have a <i>hidden agenda</i> that does not support promoting the achievement of students, rather, could be self-seeking OR combative, which impedes the decision-making process.

The chart on the next page allows members to compile the information learned in the election section in an easy-to-follow chart. If there are multiple people at a table, have them work together to complete the chart.

Directions: Using the information in the *School Council Election Process* section, complete the following chart:

<i>ELECTION TYPE</i>	<i>WHO IS ELIGIBLE TO RUN?</i>	<i>MAJORITY VOTE, PLURALITY VOTE, <u>OR</u> BOTH</i>	<i>WHO DETERMINES ELECTION PROCEDURES?</i>	<i>LENGTH OF TERM?</i>
PARENT ELECTION	<p>→Must have a student enrolled or preregistered to attend the school for the year they will be serving on the council.</p> <p>→Must fit the definition of parent</p> <p>→Cannot be an employee or a relative of an employee of the school in which that parent serves, an employee or relative of an employee at the district office or a local board of education member or member's spouse</p>	Plurality vote	The largest parent organization of the school will conduct the election for parent representative to the school council, or if no such organization exists, it will be a group formed for this purpose	<p>By statute [KRS 160.345(2)(b)1], the terms of office for SBDM members is one year. However, the school council can determine the length of the terms of office. A school council, once elected, may adopt a bylaw setting different terms of office for parent and teacher members subsequently elected.</p>
TEACHER ELECTION	All full- and part-time teachers assigned to the school building, including school counselors and media specialists, are eligible to serve on the school council and vote in a school council election.	Majority vote	Teachers	
MINORITY ELECTION	<p>Parents who meet the parent and minority definitions.</p> <p>Teachers who meet the teacher and minority definitions.</p>	<p>Both</p> <p>(Majority vote for teachers and plurality vote for parents)</p>	Principal	

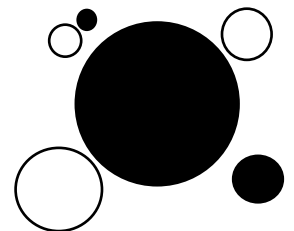
*During the specially held elections for a minority teacher, term limitations do not apply if the teacher is the only minority teacher in the building. The person can serve that year or years to come. If the member is **NOT** the only minority teacher, then the person can only serve the same term as those members elected in the general cycle.*

In order to have mandatory engagement, we encourage you to facilitate 100 percent participation by giving each person a T/F flash card while reading the statements aloud. After reading each statement, have the participants make their best guess and hold up either the T or F side of the card. Once you have completed the activity, go over each statement below and provide explanations where needed.

Open Meetings and Open Records

Having effective meetings is crucial to an SBDM council's work. What happens at a council meeting will have a direct effect on the functioning of the school. Let's begin with a pretest to see what you already know about The Kentucky Open Records Act and the Kentucky Open Meetings Act. For each item, write **True** or **False** on the line to the left of the statement.

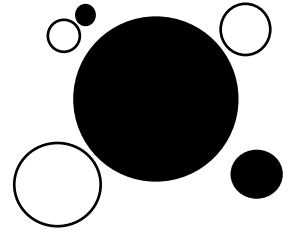
- False** 1. School council and committee meetings are by invitation only.
All meetings are open to the public.
- True** 2. Principals can call special school council meetings whenever they need as long as all members are notified within 24 hours of the meeting.
- False** 3. Special council meetings can only be called by the principal.
A majority of the council can also call a special meeting.
- False** 4. School councils can go into closed sessions for any reason.
There are 13 reasons for closed session, but only three of those relate to council work.
- False** 5. Open meetings' rules apply when the school council makes decisions, but not if they only discuss the issues.
Applies to all meetings where quorum is present, public business is discussed, actions taken or decisions made.
- True** 6. Public agencies must respond to a request to inspect records in writing and within three days after receiving the request.
- True** 7. Members of the public may attend any council meeting and are not required to identify themselves in order to attend.
The public may observe with eyes and ears what transpires.
- True** 8. Meetings can be conducted by video teleconference.
This is prohibited in closed sessions though.
- False** 9. If a quorum of council members attends the same sporting event, the open meetings act is triggered and minutes must be taken.
They cannot discuss public business while at the function though.
- True** 10. Councils **cannot** conduct their meetings by telephone.
An absent member may listen in by telephone, but cannot be counted towards quorum and cannot vote.



Say: The answers to the pretest will be covered more in-depth as we begin our study of the Open Records and Open Meetings Acts. During our review, please fill in the blanks with the missing words.
(Answers in blue.)

The Kentucky *Open Records and Open Meetings Acts* protect the rights of the general public to know the actions and decisions of its public agencies. School councils and their committees are public agencies and therefore are required to comply with all aspects of the *Open Records and Open Meetings Acts*.

Let's begin by taking a look at the Kentucky *Open Meetings Act*, which applies to all meetings where a quorum of the membership is present, where public business is being discussed (even if no action is taken), and/or when actions are taken or decisions are made.



REGULAR MEETING

- Held at dates and times on a **regular meeting schedule**
- Listed on a regular meeting schedule that is *available to the public*

SPECIAL MEETING

- Held at dates and times **NOT** on a regular meeting schedule
- Called by the chairperson or a **MAJORITY** of the council
- Requires written notice that includes the date, time, place and agenda (agenda cannot be added **OR** amended during meeting)
- Requires that the notice be sent to all members by fax, mail, email (if they have asked to receive it via this method)* or hand delivery **24** hours in advance
- Posted at your location **and** meeting location 24 hours in advance
- Sent to media by fax, mail, email (if they have requested to receive it via this method)* or hand delivery 24 hours in advance if they have asked to receive notification of special meetings

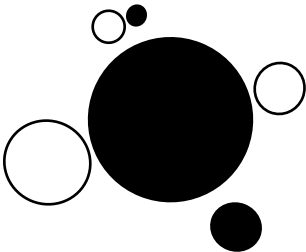
**Written requests for email notifications must be on file at the school.*

Say: Are there any questions about how the two meeting types differ? (Pause).
The next page lists the differences between open and closed sessions.

OPEN SESSION	CLOSED SESSION
<ul style="list-style-type: none"> Regular and special meetings must be OPEN TO THE PUBLIC. Council and committee decisions must be made in open session. Exceptions for open meetings are allowed when a closed session is properly called for and permissible. 	<ul style="list-style-type: none"> Closed sessions can be called for any of the thirteen permissible reasons; however, the following reasons pertain to councils: <ul style="list-style-type: none"> → discussing actual or potential litigation → discussing the appointment of individuals → discussing the school's emergency plan Closed sessions must be called by completing the following: <ul style="list-style-type: none"> → announcing a need for closed session and → providing a general description of the issue to be considered and → identifying the statutory section that allows it and → obtaining a motion to go into closed session and → obtaining consensus. During a closed session, the council or committee can discuss ONLY the issue described. The council or committee must return to open session BEFORE taking any action.
MINUTES	

Councils don't have to go into closed session; however, these are allowable reasons if they choose.

- ✓ Must describe motion and outcome
- ✓ Need to be approved (after any amendments) at the next meeting
- ✓ Must be available to the public immediately after the next meeting
- ✓ Councils are not required to take minutes in closed session.



ACTIVITY

Directions: Within your group, discuss the scenarios and determine whether the statements are reflective of the Open Meetings Act.

1	<p><i>The SBDM council at Wildcat Elementary School already had its regularly scheduled monthly meeting; however, due to a recent vacancy, a special meeting has been called. The agenda was shared prior to the meeting; however, the chair remembered the council also needed to discuss its improvement plan before the month's end. Since he already had his council there, he penciled this topic in on the agenda. The minutes were made available four months after the meeting.</i></p> <p>Is the council following the requirements of the open meetings act? <input type="radio"/> YES <input checked="" type="radio"/> NO</p> <p>If the council does not meet the requirements of the open meetings act, what will need to happen so that it does?</p> <p style="color: blue;"><i>Can't add agenda items; assuming it had had meetings in the interim, the minutes should have been made available earlier</i></p>
2	<p><i>Cardinal Middle School takes the budgeting of funds very seriously. The council feels budgets are best discussed in closed session for the purpose of efficiency. In the past, when the budget was held in open session, the council found its meeting to be unproductive and the environment tense. To avoid contention, the eight-member council feels the talk of professional development, funds for teachers and textbook purchases are not the business of any meeting attendees and retire to a conference room to discuss monies and allocations.</i></p> <p>Is the council following the requirements of the open meetings act? <input type="radio"/> YES <input checked="" type="radio"/> NO</p> <p>If the council does not meet the requirements of the open meetings act, what will need to happen so that it does?</p> <p style="color: blue;"><i>These discussions must remain in open session OR can be a committee charge.</i></p>
3	<p><i>Bobcat High School's SBDM asks that each department chair present data pertaining to proficiency, as well as plans for closing the achievement gap in their respective subject areas. The department chairs are assigned a specific month in which they are to present and prior to presenting, use PLC time with their departments to disaggregate data and determine a plan for closing the gaps. The information gathered during these presentations allows the council to better plan what should be included in the CSIP and to set targets for eliminating achievement gaps since the school has a history of performing poorly on state tests, especially in reading. A local media outlet has asked to film the meeting when the English teacher presents on this area and share snippets of the presentation on the 6 o'clock news; however, the chairperson has forbidden it stating, "This information is preliminary and serves no purpose in its current stage to the public at large."</i></p> <p>Is the council following the requirements of the open meetings act? <input type="radio"/> YES <input checked="" type="radio"/> NO</p> <p>If the council does not meet the requirements of the open meetings act, what will need to happen so that it does?</p> <p style="color: blue;"><i>Public agencies must permit news media coverage, including recording & broadcasting.</i></p>

After participants have had enough time to complete the activity, share responses aloud and allow time for corrections. The last example was likely misleading, since it was not necessarily spelled out on the previous pages. Explain to participants that if they have not done so, they will be receiving copies of the Open Records and Open Meetings Acts, which outline more of the particulars in greater detail.

Say: Next we will review the importance of the agenda and keeping minutes as it relates to your work on council.
Encourage participants to annotate/highlight while reviewing this section.

DEVELOPING AGENDAS AND KEEPING MINUTES

Your agenda sets out the tasks for each meeting and establishes order so that members and other participants can understand the purpose and goals for the meeting. Each council and committee determines the frequency and agenda for its meetings as required by KRS 160.345(2)(e). A preliminary agenda can be sent out before the meeting so long as the school council approves it when the meeting begins. During regular meetings, the council can also revise the agenda.

Agendas for special meetings **CANNOT** be amended once the official notice has been delivered. When preparing an agenda for a meeting, whether it be a regularly scheduled meeting or a special meeting, keep the following questions in mind:

PURPOSE

- *Why are we having this meeting?*
- *What do we need to achieve?*
- *What topics from the last meeting need to be addressed again?*
- *What new topics need to be addressed?*

NOTIFICATIONS

- *Date: When will we be meeting?*
- *Location: Where will we be meeting?*
- *Starting and ending time: What time will the meeting begin and perhaps end?*
- *Media outlet notifications: Have we notified any media outlet that has requested notification?*

AGENDA

- *What items need to be addressed at every meeting (reviews and approves previous meeting minutes, committee reports, budget items, new business, et cetera)?*
- *What new items should be addressed at this meeting (improvement planning, data analysis, job classifications, et cetera)?*
- *When will the agenda and supporting documents need to be provided to the council members?*

Read the directions aloud to your attendees. Allow time to complete the reflection questions at the bottom of this page.

Directions: Review the sample regularly scheduled meeting agenda listed below. What are the strengths of this agenda? What other topics may need to be included in order to have an effective meeting?

<p style="text-align: center;">Commonwealth Elementary School School Council Meeting Oct. 20, 201X</p> <p>→Opening Business</p> <ul style="list-style-type: none">• <i>Roll Call</i>• <i>Approval of Agenda</i>• <i>Approval of Minutes from Last Meeting</i>• <i>Good News Reports</i>• <i>Public Comment</i> <p>→Planning</p> <ul style="list-style-type: none">• <i>Monthly Review of School Improvement Plan</i>• <i>Report on Revisions of Plan for Next Year</i>• <i>201X-1X Budget Report</i> <p>→Committee Reports</p> <p>→New Business</p> <p>→Adjournment</p>
<p><i>What are the strengths of this agenda? What other topics may need to be included in order to have an effective meeting?</i></p> <p style="text-align: center;"><i>Allows for shareholder input</i> <i>Focuses on achievement</i> <i>Succinct/concise</i></p> <p><i>Are there any agenda items which would allow for a closed session?</i></p> <p style="text-align: center;"><i>No, unless a committee is reporting on the emergency plan OR if any of the new business pertains to vacancies or pending litigation. If so, this needs to be spelled out on the agenda that the council will be retiring to closed session and include the statute that allows for it.</i></p>

Have members share responses aloud and facilitate discussion as you see fit.

Keeping accurate minutes is another responsibility of the school council. Minutes are the [official record](#) of school council decisions. For practical purposes, if the school council minutes do not reflect a decision, then the decision did not occur.

At minimum, the school council minutes **must include**:

- [Council name](#)
- [Names of members present](#)
- [Date of meeting](#)
- [Any decision made](#)

Other **helpful items to include** in the minutes are as follows:

- *Time the meeting began and ended*
- *Names of others present*
- *Summary of major points made in reports and discussions*
- *Names of people who presented reports*
- *Attachments of documents relevant to the group discussions*
- *Follow-up summary: who agreed to do what and by when*

Minutes are **not** meant to be a:

- *point-by-point account of discussions specifying who said what in a discussion,*
- *report on off-track discussion including optional items that could embarrass someone, and/or*
- *an opinion of the author of the minutes or any school council member.*

REFLECTION

Outside of the legal implications, why should councils work with the Open Records and Open Meetings Act in mind?

Gives the impression that ALL are welcome

While authority rests on the council, it shows that shareholders' opinions are valued.

Prior to moving forward to open records, ask your trainees if they have any remaining unanswered questions about open meetings. Suggested follow-up question: *What was new information? Enlightening? Piqued your interests?*

In 1976, the General Assembly enacted the Kentucky Open Records Act (KRS 61.870 to KRS 61.884), which established the right of access to public records. The General Assembly also recognized that there is an essential relationship between proper records retention and management and records access. All public records, whether they are stored in a computer or on paper, must be open for inspection unless the records are exempted by one or more of the 14 exemptions found in the act.

THE BASICS	
<i>Suitable facilities</i>	Each public agency must make suitable facilities available for any person wishing to exercise the right to inspect nonexempt public records.
<i>Time for inspection</i>	Each public agency must permit inspection of nonexempt public records during regular office hours of the agency or mail copies to a person whose residence is outside of the county in which the records are located.
<i>Official custodian</i>	Each public agency must appoint an official custodian of the agency's records.
<i>Rules & regulations</i>	Each public agency must adopt rules and regulations which conform to the open records act and these must be displayed in a prominent location accessible to the public.
<i>Tailoring documents</i>	A public agency is not required to compile information or to create a document that does not already exist.

School councils must have procedures on how requests for public records will be granted. These procedures:

- produce full access to public records,
- protect school council records from damage and disorganization,
- prevent excessive disruption of essential functions of the school,
- provide assistance and information upon request, and
- ensure efficient and timely action.

Procedures must provide (at minimum) the following:

- Regular office hours
- Title and address of official custodian
- Fees to be charged for copies
- Procedures to be followed

School councils are required to maintain and retain records. The Kentucky Department for Libraries and Archives (KDLA) has established a records retention schedule for public school districts. School councils must retain permanent records, while some other records may be disposed.

PERMANANT RECORDS
<ul style="list-style-type: none"> • <i>Annual financial audit report</i> • <i>Annual school report</i> • <i>Budget allocation to council</i> • <i>Official correspondence</i> • <u>SBDM council bylaws</u> • <u>SBDM council minutes</u> • <u>SBDM council committee minutes</u> • <u>SBDM council policy</u>
RECORDS TO BE RETAINED FOR FIVE YEARS
<ul style="list-style-type: none"> • <i>Board policy waiver requests*</i> • <i>School council policy appeals*</i> • <i>Annual transformation plan (CSIP)*</i> <p style="text-align: center;"><i>*Retain for five years, then destroy</i></p>
RECORDS TO BE RETAINED FOR 3 YEARS
<ul style="list-style-type: none"> • <i>Budget expenditure report*</i> • <i>Request for professional development*</i> • <i>Parent council member election records*</i> • <i>Teacher council member election records*</i> • <i>Council member training record file*</i> <p style="text-align: center;"><i>*Retain for three years, then destroy</i></p>
RECORDS TO BE RETAINED FOR ONE YEAR
<ul style="list-style-type: none"> • <i>SBDM council/committee meeting notifications*</i> <p style="text-align: center;"><i>*Retain for one year, then destroy</i></p>

This information was adapted from the State Archives and Records Commission *State Agency Records Retention Schedule*, which can be found online at <http://kdla.ky.gov>.

If time permits and you feel comfortable doing so, visit the web address and show council members where/how to find the retention schedule. In the event you would like more guidance on how to find the schedule, please contact your SBDM Consultants at KDE.

Open Records Frequently Asked Questions

Allow council members time to review the FAQs and answer any follow-up questions that they may have. Remind them that the attorney general's website and KDLA are excellent and primary resources when in doubt.

1. What are the requirements for school council minutes?

Minutes must be kept at all school council meetings. The minutes must describe motions and actions taken and be distributed in draft form to each school council member as soon as possible following the meeting, as well as distributed to school shareholders. "Draft" should be written on them until approved by the council. The minutes must be approved at the next meeting. Immediately after the approval, the minutes must be made available to the public.

2. What type of records are school councils required to retain?

School councils are required to maintain and retain records. The Kentucky Department for Libraries and Archives (KDLA) has established a records retention schedule for public school districts. School councils must retain permanent records. Some school council records may be disposed of on a rotating basis.

3. How can the public obtain school council records?

All school councils and school council committee documents are public documents subject to open records requirements. All school council documentation must be kept on file at the school to meet open records requirements.

A procedure should be in place, through bylaws or operational procedures, to facilitate requests for school council and school council committees' records. These procedures should include, but not be limited to, the following:

- *How full public access of records can be obtained;*
- *Means to determine how requests for records will be made;*
- *Means to ensure efficient and timely action to respond to requests;*
- *Times records can be viewed;*
- *Title and address of the official custodian of the records; and/or*
- *Fees to be charged (if any) for the copies of the records.*

4. What happens to the school council records of schools that have closed or consolidated?

The school council records of schools that have closed or consolidated must be archived in a secure location, usually at the board of education offices. All school council minutes, committee minutes, official correspondences, budget allocations, bylaws, policies, annual school reports and annual financial audit reports are permanent records.

Say: This concludes Part I: The Basics of your Introduction to SBDM training. We will now depart for lunch/break/the remainder of the day. Please return at _____ and we will move forward with Section II: Beyond the Basics.

Prior to reading aloud this page verbatim or summarizing it for your participants, engage in a quick conversation regarding Section I: The Basics by asking them what they recall from that portion: What resonated with you?

Section II: *Beyond the Basics*

Section II of the training module moves *beyond the basics* to explore the policy and decision-making areas granted to Kentucky's school-based decision making councils. The council's mission is to improve student achievement and create an environment in its school that results in students achieving at high levels.

Policy and decision-making authority is granted to school-based decision making councils in KRS 160.345, and councils retain the authority to determine what students will learn and how students will be taught, the use of staff work time and the process for working with the principal on filling vacancies, as well as many other areas. In this section, you will learn more about the council's role in setting school policy on curriculum, instruction, discipline, extracurricular programs, the use of technology and a number of other major issues.

We will begin this section of the training with a review of council bylaws, which are established to guide the council in its important decision-making work.

Say: Bylaws are more thoroughly explained on this page. While I read the basic information aloud to you, fill in the blanks with the missing words from each bulleted point below:

Answers are in blue.

School Council Bylaws

Bylaws is the term used to describe the *operating rules the school council sets to conduct its work*. This includes calling meetings, reaching consensus, taking minutes and other operational activities. Bylaws need to be readily available and need to be reviewed and revised on a regular basis. Some examples of what the school council bylaws need to address include the following:

- The **purpose** or mission of the school council
- **Membership** of the school council
- Terms of service
- Elections
- **Roles** of the chairperson and vice chairperson
- School council **agenda** preparation and distribution of **materials**
- Decision making and record keeping process
- Public request for school council **records**
- School council communications
- **Appealing** a school council decision and/or waiving a policy on a temporary basis

It is imperative that council members know the content of operating procedures of the school council. **Bylaws should be reviewed annually** to ensure they are aligned with the current vision and goals of the council and school. An annual review also helps to eliminate some of the common issues listed in the below chart:

Common Issues with Bylaws

Copies of the bylaws cannot be found.

Bylaws have not been reviewed on a regular basis or updated to reflect current practices or procedures.

Bylaws are incomplete.

Electronic copies of the bylaws are unavailable.

This would be a good opportunity to show your new members sample bylaws. They do not necessarily have to be the ones that correspond to the council they will be serving on (especially if you have a blended audience of different council members); simply allowing the time to scan some would help to reaffirm the contents of this section. Samples can be accessed on KDE's SBDM Technical page.

Say: The next couple of pages relate to policies that guide the school itself but are developed/adopted by the council.
 Answers are in blue; however, you will need to read the **first column aloud** to the trainees as you make your way through each row, since they may not know what the policy areas are for the school.

Required School Council Policies

A policy is more than just a document. Policies are the guiding structure of how any given entity is organized and how it functions. In the case of SBDM, school council *policy dictates the way the school operates*. These policies guide the school. It is important to note that the school council develops and adopts policy; however, the principal, with the teachers and other staff, implement the policy. School councils are **not** involved in the day-to-day operations in the school.

So what are the required areas in which each school council must develop and adopt policy? The following chart provides a summary of the required policy areas. **After reading the summary in column two, jot down key words associated with each policy area.**

REQUIRED SBDM POLICY AREAS			
POLICY	TOPIC	LOCATION	KEY WORDS
Curriculum	<i>Determine the curriculum (what is taught) in the school. Includes the needs assessment, as well as curriculum development and responsibilities. The policy should include how and when curriculum will be revised and who will be involved.</i>	KRS 160.345(2)(i)1	<ul style="list-style-type: none"> - curriculum - what is taught - how and when curriculum will be revised
Assignment of Instructional and Non-Instructional Staff Time	<i>Assignment of staff time, including the instructional assistants. This policy can only speak of time in general terms, not a specific teacher by name having a specific schedule.</i>	KRS 160.345(2)(i)2	<ul style="list-style-type: none"> - staff time - speaks in general; does not make mention of teachers by name
Student Assignment	<i>Assignment of students includes how students will be grouped and assigned to classrooms. The policy should include provisions/procedures for family input. This policy cannot refer to students by name; the principal and other school staff can only assign particular students to particular teachers.</i>	KRS 160.345(2)(i)3	<ul style="list-style-type: none"> - student grouping - speaks in general; does not mention students by name - principal can assign particular students to particular teachers

POLICY	TOPIC	LOCATION	KEY WORDS
School Schedule	<i>Determination of the school day and week (master schedule) sets the length of class periods, enrichment activities and non-instructional time. The school council policy in this area sets parameters to the time that students are in session.</i>	KRS 160.345(2)(i)4	- length of class periods, enrichment activities, and non-instructional time
School Space	<i>Determine the organization of classrooms and classroom groupings (e.g., family groups, by subject, by grade span) as it relates to improving teaching and learning.</i>	KRS 160.345(2)(i)5	- organization of classroom and groupings
Instructional Practices	<i>Determine the instructional methods (how the curriculum is taught) based on high-quality, research-based and proven techniques for the classroom teachers.</i>	KRS 160.345(2)(i)6	- how students are taught - based on research
Discipline	<i>Determine the discipline/management procedures, based on high-quality research and proven techniques for the classroom teachers.</i>	KRS 160.345(2)(i)7	- based on research and proven techniques - for classroom teachers
Extracurricular Programs	<i>Determine the extracurricular programs and activities for students. Includes the criteria for participation, evaluation, and supervision requirements.</i>	KRS 160.345(2)(i)8	- activities for students - includes criteria for participating, evaluation, and supervision
Emergency Plan	<i>Each council is required to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, earthquake or building lockdown, as defined in KRS 158.164. Following adoption, the emergency plan, along with a diagram of the facility, shall be provided to appropriate first responders.</i>	KRS 160.345(2)(i)9	- should address fire, severe weather, earthquake, lockdown - shared with first responders

POLICY	TOPIC	LOCATION	KEY WORDS
State Standards Alignment, Technology Use and Program Appraisal	<i>Assurance that the school council will align policies and procedures with the approved state standards, that technology will be integrated into the curriculum and that programs/activities will be evaluated for effectiveness.</i>	KRS 160.345(2)(i)10	<ul style="list-style-type: none"> - approved state standards - integrate technology - appraise programs
Consultation	<i>Procedures for the principal to consult with the school council during the selection of instructional personnel for the school.</i>	KRS 160.345(2)(i)11	<ul style="list-style-type: none"> - process for personnel selection
Committees	<i>Procedures for determining the process for committees including the number of committees, the committee's role, the committee membership and the involvement of interested parties.</i>	KRS 160.345(2)(c)2	<ul style="list-style-type: none"> - number, role, membership and involvement of interested parties
Wellness	<i>For schools with grades K-5, a wellness policy must be adopted that includes how moderate to vigorous activity is to be included into the school day.</i>	KRS 160.345(11)	<ul style="list-style-type: none"> - applies to K-5 - moderate to vigorous activity included into the school day
Writing	<i>Determine the writing program that incorporates language resources, technology and opportunities for students to write for multiple purposes.</i>	KRS 158.6453(7)(c)	<ul style="list-style-type: none"> - incorporates resources, technology - students write for multiple purposes
College-Level Courses	<i>For secondary schools, a policy determining recruitment and assignment of students to advanced courses including Advanced Placement, International Baccalaureate, dual enrollment and dual credit.</i>	KRS 160.348(2)	<ul style="list-style-type: none"> - recruitment and assignment of students to advanced courses (AP, IB, dual enrollment and dual credit)

One other policy that school councils must adopt is **Parent Involvement** (if the school receives Title I, Part A funds). This policy must follow the federal guidelines associated with it.

Have members pick a row (or several) and volunteer the key words before moving forward. You are encouraged to show council members sample policies, which can be found on the SBDM website. Look under "Technical Documents" and click on "Sample Council Policies."

Activity: Below are various scenarios in which a school council has developed a policy. Working with your table, determine ...

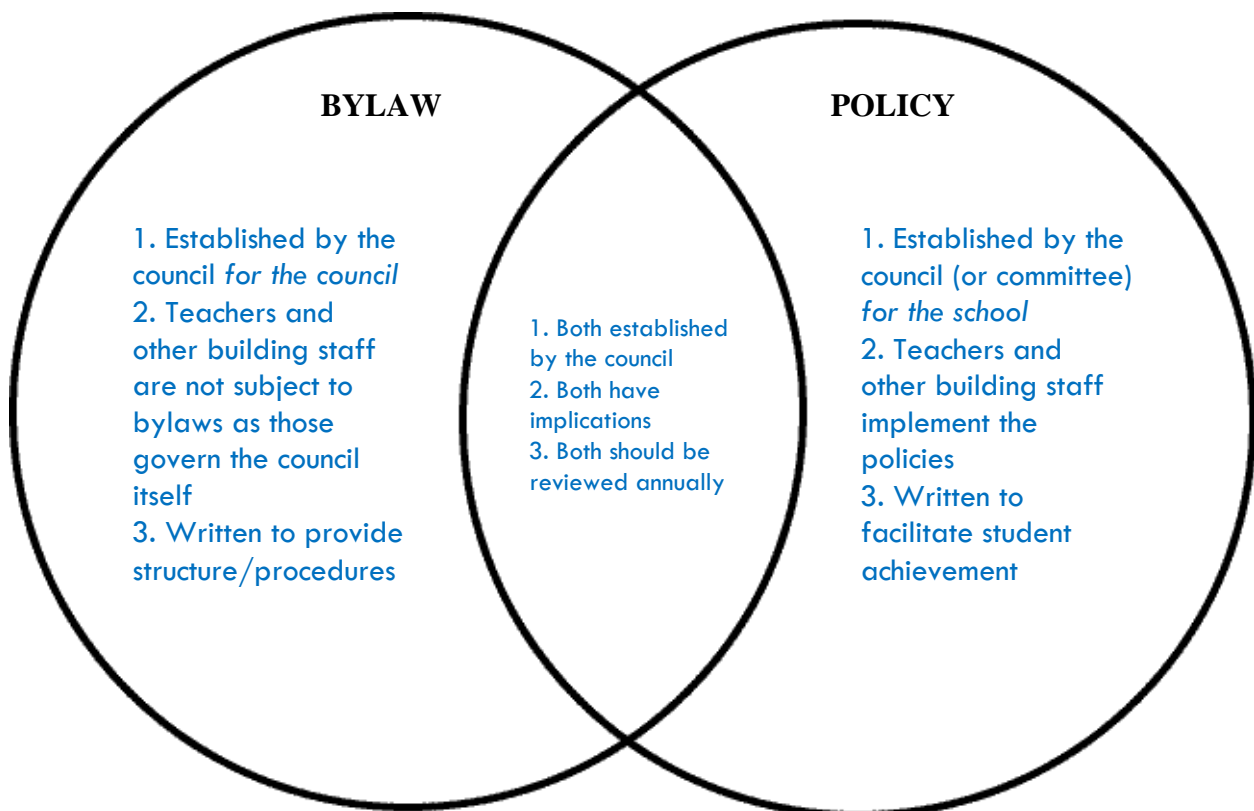
- 1) if the **policy is legal** based on the information from the chart and the SBDM statute; **and**
- 2) *if the policy is legal*, is the **policy reasonable** (a good idea) as written? If it is not reasonable, what makes this policy unreasonable? How could this policy be changed to make it more reasonable?

Record your thoughts in the chart below.

Scenario	Your Thoughts
<p>Kentucky Middle School Grades 7-8</p> <p>Policy statement (within Consultation Policy) – All vacancies will be posted and the superintendent will submit all applications of qualified candidates. The council will conduct interviews and after consultation with them, the principal will choose a candidate to hire.</p>	<p>Legal and reasonable</p>
<p>Pete Rose High School Grades 9-12</p> <p>Policy statement (within Curriculum Policy) – All English III (i.e., junior-level) classes will read the following novels as part of the core curriculum:</p> <ul style="list-style-type: none"> • “A Tale of Two Cities” • “To Kill a Mockingbird” • “A Clockwork Orange” • “For Whom the Bell Tolls” • “The Origin of Species” 	<p>Legal, but unreasonable</p> <p><i>[What if there are not enough novels for every student? Is this a realistic expectation for every junior?]</i></p>
<p>Larkin Elementary School Grades P-5</p> <p>Policy statement (within Assignment of Students Policy) – By the July SBDM council meeting, the principal shall present the council with the student classroom assignments for approval. The council, at its discretion, may make changes and return to the principal in a timely manner for revisions. The council will have final approval on all student placements.</p>	<p>Not legal</p> <p><i>Cannot talk about individual students by name</i></p> <p><i>This could be legal if the council only discusses the number of students and/or numbers of boys/girls in a class.</i></p>

<p>Great American Intermediate School Grades 4-8</p> <p>Policy statement (within the Discipline Policy) – Any student or family who disagrees with a consequence that is administered by a teacher or the principal may appeal the decision to the school council at the next regularly scheduled meeting.</p>	<p>Not legal</p> <p><i>Individual school discipline cannot be discussed; student names should not be given</i></p>
<p>Riverfront Middle School Grades 6-8</p> <p>Policy statement (within Assignment of Students to Classes and Programs Policy) – Any student with a learning disability will be assigned to a reading course for two class periods per day.</p>	<p>Not legal</p> <p><i>Cannot single out students with disabilities</i></p>

Directions: Using the Venn diagram below, compare and contrast a bylaw from a policy. Based on the readings and exercises, list four ways in which the two differ and three similarities.



The answers in the Venn diagram are
sample responses.

Explain to the trainees that you will be spending time discussing the Consultation Policy in greater depth. The first page gives background information about what a strong consultation policy should include and then they will look critique a sample policy. Answers are in blue.

Consultation Procedures: A Required Policy

Consultation is defined as “the act of conferring or deliberating with two or more people on some matter.” In the case of school councils, consultation occurs when the school has a personnel vacancy.

Consultation is a required policy area for the school council [KRS 160.345(2)(i)10]. The policy should contain, but not be limited to, the following:

1. Meetings
2. Timelines
3. Interviews
4. Review of written applications
5. Review of references

A limited provision should also be included in the policy in which consultation can occur if a quorum of the school council is unavailable.

When a personnel vacancy occurs at the school level, the superintendent submits a list of qualified candidates to the principal and the school council. The principal then implements the consultation policy. After consultation, the principal selects the person to fill the vacancy and submits the name to the superintendent, who completes the hiring process.

Question	Response
1. After consultation with the council, who selects the candidate to fill the vacancy?	Principal
2. What procedures should be included in the consultation policy?	Nos. 1-5 (above)
3. Does the council have to have consensus before the principal can select a candidate?	No
4. What should you do about situations in which members are not available for consultation? Give an example of a time when this would be needed.	Follow guidance in your policy Summer vacation

Directions: Read the sample consultation policy on the next two pages and answer the questions that follow.

Kentucky Middle School Consultation Policy
160.345(2)(1)(11)

Purpose:

The consultation policy of Kentucky Middle School ensures that the instructional staff selected are highly effective, qualified and meet the needs of the student population.

Procedures:

Vacancy shall be defined as ...

1. A position that did not previously exist but which can now be funded;
2. A position previously held by an employee who has retired or resigned; or
3. A position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

Qualified teacher shall be defined as a teacher who ...

1. Hold at least a bachelor's degree;
2. Hold full Kentucky certification or statement of eligibility; and
3. Demonstrates competency in each of the core academic subjects taught.

Highly qualified paraeducator (paraprofessional) shall be defined as an instructional assistant who ...

1. Has completed two years of study at an institution of higher education;
2. Holds an associate (or higher) degree; or
3. Has passed the Kentucky Paraeducator Assessment exam.

Notification of Vacancy:

The school council shall be consulted by the principal on all certified and classified instructional vacancies that occur at the school. When an instructional staff vacancy has been posted the principal shall include "consultation with the school council for the (position title) vacancy" on the agenda of the next regular or special meeting of the council.

Timeline:

The principal and school council shall meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with one parent member and one teacher member chosen by the school council, shall serve as an ad hoc interview committee. The ad hoc interview committee shall meet within one week of selection to develop a set of criteria for a strong candidates and a list of interview questions to be asked of each applicant.
- The committee shall reconvene and review applications and supporting materials for each qualified applicant. Once the vacancy has completed the 30-day required posting, the committee shall reconvene and make a final selection of candidates who exhibit the

characteristics in the developed criteria and then those who are highly qualified. Any applicant who does not meet the criteria or is not highly qualified shall not be considered for an interview. An interview schedule shall be developed by the ad hoc committee so that all committee members are present for all interviews. The principal shall contact the candidates and schedule the interviews.

- All candidates interviewed will be asked the developed questions in the same order. The principal shall follow up within three business days with reference checks, as needed.
- The ad hoc committee shall reconvene within one week of the final interview to review the candidates, discuss issues from reference checks and prioritize candidates.
- The school council shall consider the ad hoc committee and principal recommendations and provide its thoughts on the candidates to the principal on who to select to fill the vacancy. This consultation will occur in closed session.
- The principal shall make a selection of a qualified applicant to fill the vacancy and shall report this selection to the superintendent, who will complete the hiring process.
- At the next regular or special meeting, the principal will inform the school council as to the candidate they selected.

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy during a special meeting for the purpose of consultation, the principal shall conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times where continuation of instructional services may be affected and a waiver of the 30-day posting may be requested from the Kentucky Department of Education.

Evaluation:

The school council shall annually review the policy and timeline and make revisions as necessary to ensure qualified and highly effective teachers are recruited and retained at the school. Any revisions to the policy shall be made and approved prior to March 31.

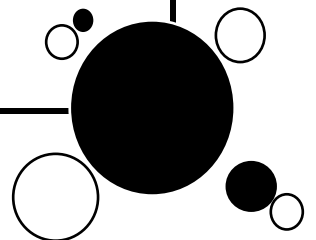
Date Adopted: _____

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Please evaluate Kentucky Middle School's consultation policy based on the following questions:

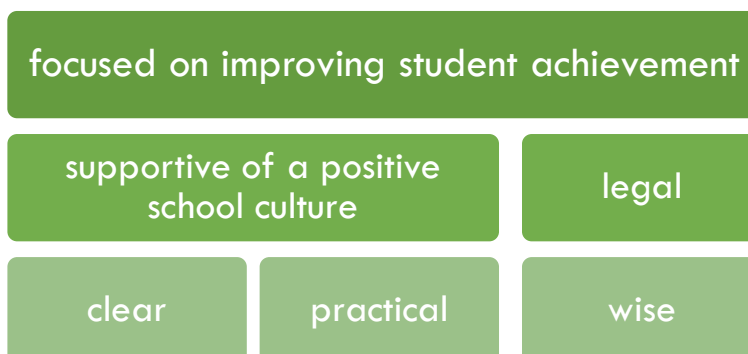
Question	Response
<i>What are the strengths of this policy?</i>	<ul style="list-style-type: none"> - Organized - Clear/concise - Quorum caveat
<i>What could be improved?</i>	<ul style="list-style-type: none"> - Could add information about retiring to closed sessions - Long time frames, so may lose candidates - Small interview team; could add more people
<i>Does the policy leave any questions unanswered?</i>	<ul style="list-style-type: none"> - What happens if someone does not meet qualified status? - What is the process for reviewing references? - Are all of the requirements included (timelines, meetings, et cetera)?



COUNCILS must adopt a policy in the following areas:

POLICY AREA:	DESCRIPTION:
CURRICULUM	... what students will learn
ASSIGNMENT OF INSTRUCTIONAL & NON-INSTRUCTIONAL STAFF TIME	... how all staff will use work time
STUDENT ASSIGNMENT	... how students will be assigned to classes and programs
SCHOOL SCHEDULE	... how the school day will be divided and used
SCHOOL SPACE	... how classrooms and other areas of the school will be used to improve teaching and learning
INSTRUCTIONAL PRACTICES	... how students will be taught
DISCIPLINE	... how students will learn to behave well
EXTRACURRICULAR PROGRAMS	... which activities students will be offered beyond the curriculum
STATE STANDARDS ALIGNMENT	... how the school will make sure it meets or exceeds state standards
TECHNOLOGY USE	... how the school will utilize technology tools
PROGRAM EVALUATION	... how the school will check whether its programs are effective
CONSULTATION	... process for working with the principal on filling vacancies
COLLEGE-LEVEL COURSES	... recruiting students for Advanced Placement or area college classes
COMMITTEES	... number, jurisdiction, composition, membership selection, involvement
WELLNESS	... physical activity and healthy choices (required for grades K-5)
WRITING	... provides guidelines for including effective writing programs in the curriculum
EMERGENCY PLANS	... satisfies requirements of KRS 160.345(2)(i)(9) <i>*Discussions relating to specifics of the school's emergency plan may be conducted in closed session of a school council meeting. The emergency plan is exempt from open records requests.</i>
PARENT INVOLVEMENT POLICY	...meets the requirements of Title I, Part A

COUNCIL POLICIES should be...



The next section addresses the required decision areas. **Have your new council members highlight the key words in each decision description.** After you review this section, council members will learn more about three of the required decision areas: *principal selection, data analysis and budgeting.*

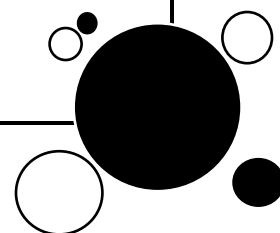
Required Decisions

School councils are required by statute to **make decisions** within various areas. These decisions do not require policies; however, a school council may adopt a policy in these areas to address the procedures to guide the decision making process. So what are the required decision-making areas? **The chart below summarizes the required SBDM decision areas:**

REQUIRED SBDM DECISION AREAS		
Decision	TOPIC	LOCATION
Primary Program	Determine the organization of its ungraded primary program, including the extent to which multiage groups are necessary.	KRS 158.031(4)
Flexible Grouping	Configuration of flexible grouping for academics , including, but not limited to, multiage and multiability grouping for students, cooperative learning, discovery learning and themes and projects.	KRS 158.031
Annual Review of Data	Annual review that includes families, faculty and staff from the school in determining the targets to close achievement gaps as part of the improvement planning process.	KRS 160.345(2)(j)
Meeting Frequency and Agenda	Determine the schedule for regular school council meetings , as well as the process for agenda development and distribution.	KRS 160.345(2)(d)
Meetings	Set procedures to ensure that all school council meetings adhere to Kentucky's open meetings statutes.	KRS 160.345(2)(e) KRS 61.810
Number of Person Per Job Classification	Determination of the number of positions for each job classification, looking at the positions and not the personnel that occupy a position at any given time	KRS 160.345(2)(f)
Determining Textbooks, Instructional Materials and Student Support Services	Determining the instructional materials , including textbooks, and the services that will be used to support the curriculum.	KRS 160.345(2)(g)
Principal Selection	Procedures that the school council will follow during principal selection, including those procedures outlined in statute.	KRS 160.345(2)(h)

Decision	TOPIC	LOCATION
Mandated School Council Member Training	<i>Determining procedures to ensure that all school council members have completed the mandated training requirement.</i>	KRS 160.345(6)
School Budget	<i>Procedures to address the use of discretionary, activity and other school funds.</i>	KRS 160.345(3)(a)
Reporting of Student Progress	<i>Determining the format for the reporting of data and student progress.</i>	KRS 160.345(3)(b)
School Improvement Planning Process	<i>Determine procedures, within board policy, for improvement planning.</i>	KRS 160.345(3)(c)
Professional Development Plans	<i>Determine professional development activities to address identified needs within the school improvement plan.</i>	KRS 160.345(3)(d) KRS 160.345(8) KRS 158.060(4)

REFLECTION	<p><i>Based on the information regarding required decisions, what is one decision area in which you believe a policy is necessary? Why?</i></p> <p>Answers will vary.</p>
-------------------	---



Contingent upon comfort level, you may have council members share their responses aloud to further the discussion on decisions. Also, remind them that these areas are possibilities and that they may not have to make decisions in these areas if they are not pertinent to the term in which they are serving.

Principal Selection: A Decision Area

Principal selection is one of the most important decisions that a school council will make. During the principal selection process, effective school councils should value *all opinions* and work to strengthen the entire team to create positive results for students. As the leader of the district, the superintendent is an important shareholder during the principal selection process. The superintendent's thoughts deserve school council members' respect and consideration. Your superintendent is also a colleague with whom the school council members will need to work on many issues.

Directions: Spend time reviewing KRS 160.345(2)(h), which can be found on pages 8-10 of this training module. With your table, complete the following review questions:

Question	Response
1. If the principal is retiring, can he/she serve as part of the principal selection committee?	No
2. Who is the chair of the school council during the principal selection process?	Superintendent or his/her designee
3. How many of the principal candidate applications can a school council receive?	All persons certified for the position
4. How is a principal candidate selected?	Majority vote
5. Can a candidate for principal be one who has been removed from the position in the district?	No
6. What special training is required for principal selection?	Training in recruitment and interviewing
7. Does a principal candidate need to be fully certified when selected?	No; however, he/she must be fully certified prior to assuming duties

Prior to moving forward, remind council members of the changes to Senate Bill 1, which will allow councils an alternative principal selection process prior to selecting the best candidate.

School Councils and Data Analysis: A Decision Area

Only through data analysis can a school council determine which need is a **priority** for a school. Data can come from multiple sources and address multiple questions. For student performance, the core cognitive data sources are the Kentucky Performance Rating for Educational Preparation (K-PREP) tests, end-of-course exams, ACT, and benchmark assessments/universal screeners (e.g., MAP, ThinkLink). Data from these give a snapshot of the performance level of each classroom on a particular day, but can also provide longitudinal data to track progress of grade spans and identified subgroups over a predetermined time span. Non-cognitive data also should be reviewed. These data include attendance information, retention and course failure rate, graduation/dropout rate and behavioral referrals. These data can show trends that may directly affect the student performance data.

State assessment data for all schools is located on the KDE website as part of the *School Report Card*. The *School Report Card* not only includes assessment data, but also data from the school's learning environment and the school's gap delivery targets. *School Report Cards* can be located at a link on KDE's homepage or by visiting the following web address:

<http://applications.education.ky.gov/SRC/>.

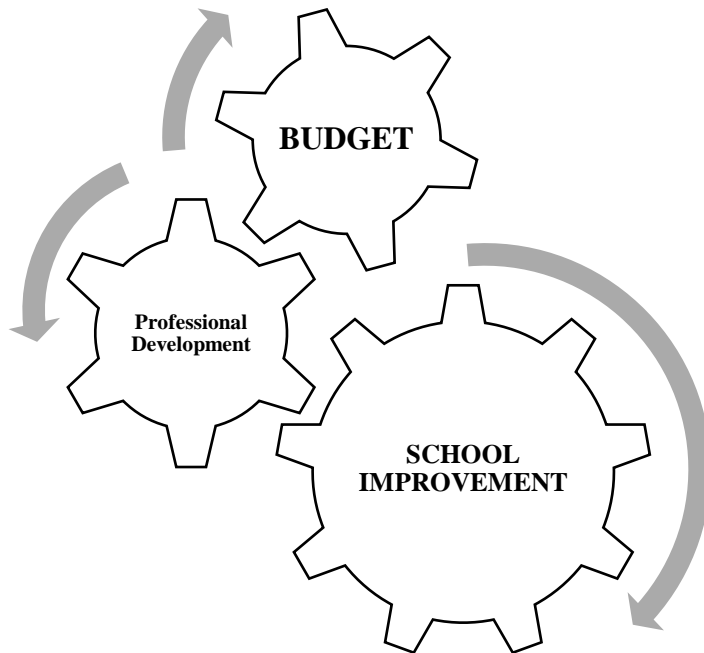
By statute, all school councils must review **state data** [KRS 160.345(2)(j)]:

Each school council shall annually review data as shown on state and local student assessments required under KRS 158.6453. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal; free and reduced price lunch program. After completing the review of the data, each school council with the involvement of parents, faculty and staff shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.645(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than November 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty, and staff.

This section of the statute requires school councils to complete a detailed review of its school's student performance data each year. The data must include, but not be limited to, information on the performance of students disaggregated by race, gender, disability and participation in the federal free/ reduced-price meal program. School councils must adopt a plan each year, with the involvement of parents, faculty, and staff that will establish specific goals for ensuring each student's progress.

Have participants visit the *School Report Card* link. If you are working with multiple schools, pick one and show them the core components of the card, specifically pointing out delivery targets. You could also use this time to show a CSIP on the school's website and its correlation to achievement and the improvement process.

Say: Read the directions under the heading Think: Pair: Share. Once you have developed an answer, please share it with an elbow partner at your table or with anyone near you. We will discuss the responses once everyone has had an opportunity to share with someone else.



THINK: PAIR: SHARE

The gears to the left include several areas related to the work of the council. Choose one and think about how this decision area could be reinforced or driven by the school's achievement data.

Pair up with someone at your table and share what conclusions you have drawn.

Sample Response:

Professional Development: If achievement is lacking in reading, perhaps the council could agree to PD centered on reading strategies beneficial to all content areas.

REFLECTION

Why is it important that a council uses data to make informed decisions?

- Data is concrete evidence that something is or is not working. Data drives decision-making and could affect what instructional practices are useful for a particular school, what professional development could help grow the teachers in the building and how funds should be spent to help close achievement gaps, and it increases the dialogue with the greater community as to what is/isn't working for the schools.

List three places where you can obtain data that is relevant to your council's work.

- School Report Card
- Presentations to the council from department chairs on the scores relevant to their subject areas and the plan to close achievement gaps
- CSIP (Consolidated School Improvement Plan)

Contingent upon comfort level, you may have council members share their responses aloud to further the discussion on data. The responses in blue above are sample answers only.

Budgets can be a difficult topic for council members; they know that schools are funded, but the sources of funding can be a mystery. Begin with the cupcake analogy: The cake portion is all of the funds that come into a school locally or through *general funds*. Funds provided through grants are the frosting and, depending on the amount, could be a thin layer or a big swirl. Additional funds could equate to the sprinkles. Read the highlighted statement below and have council members review the chart silently.

School Budgets: A Decision Area

School budgets consist of funds for two main purposes: staffing and instructional supplies. The chart below summarizes the school council budget areas:

THE SCHOOL COUNCIL'S MAIN BUDGET AREAS			
Money sources:	Explanation:	Amount:	Date of school council access:
Staffing Allocations	<i>Each school's funding for staff is determined in two steps. A school board formula is used to make a list of positions, and then the district salary schedule is used to attach a dollar figure to each position.</i>	Based on school board policy that follows the school council allocation regulation.	Tentative March 1 each year, with a final allocation by May 1 .
Instructional Funds	<i>Each school's average daily attendance (ADA) for the previous year is multiplied by a fixed amount per pupil. By law, the funding to councils is at least 3.5 percent of the basic per-pupil guaranteed state funding.</i>	At least 3.5 percent of the basic guaranteed per pupil amount. May be adjusted during the General Assembly's budget process.	Tentative March 1 each year, with a final allocation by May 1 .
Remaining Funds Allocation	<i>The school board makes decisions about allocating the remaining funds left over after:</i> <ul style="list-style-type: none"> <i>District-wide expenses</i> <i>Certified and classified staff allocations to schools</i> <i>Minimum allocation to councils</i> 	No set amount. School councils may make a request based on need.	May 30 each year, if funds are available
Professional Development	<i>These funds support a wide range of activities to develop knowledge and skills to move all students to proficiency.</i>	65 percent of the funding provided to the school district times average daily attendance (ADA) from the prior school year.	Within 30 days of notification from KDE.
Textbook	<i>These funds can be used for instructional materials.</i>	Once state budget is settled each year, based on ADA for each P-8 school.	When state budget is set.
Activity funds	<i>School general activity funds — those funds NOT raised by a school organization for a specific purpose.</i>	Varies from school to school.	July 1-June 30.

After time has elapsed, facilitate a discussion about the different funding sources.

Remind participants that when they discuss staffing (usually in the spring), they are looking at *spaces, not faces*. Read the paragraphs below and review the information provided in the chart.

Staffing

Schools are staffed in two stages: those staff members who are funded through local funds based on a staffing allocation formula **and** those staff members who are funded through state and federal grants (e.g., IDEA, Title I, Title II).

The state staffing allocation statute (KRS 158.360) determines the minimum class size for allocation purposes. Once a school council receives the number of staff paid by local funds, then the council can determine job classifications for those positions. School councils can waive maximum class size during this process. Each school is also required to have an instructional leader (i.e., principal) and a library media specialist; however, these positions are **not** required to be full-time.

Staffing also can be provided through categorical programs (e.g., Title I, Title II, et cetera). Within these programs are specific requirements based on the school's accountability status. **The chart below gives a summary of these funds:**

Other Money	Explanation
State Preschool	Four-year-olds from low-income families and 3- and 4-year-olds with disabilities are eligible for free preschool services.
Gifted and Talented	Direct services to students who are identified as gifted and talented. Seventy-five percent of this funding must be used for certified staff.
Title I, Part A	Title I, Part A supports effective, research-based instructional strategies to help students meet state standards.
Title II, Part A	Supports strategies for improving teacher and principal quality.
Limited English and Immigrant Students	Language instruction and other steps to help students with limited English proficiency, including helping immigrants develop high levels of academic attainment in English and meet challenging state standards.
Rural and Low Income	Provides additional support for NCLB-related activities in rural districts that often lack the personnel to apply for other grants.
IDEA Basic	Services needed to educate students with disabilities.
IDEA Preschool	Supports preschool for children with disabilities.
Perkins	Supports vocational and technical education programs.

Explain that some of the money comes with parameters or *with strings attached*.

Annually, the school council must adopt a budget for the school. Within the budget process, school councils must determine the use for their allocated instructional funds, as well as other sources. The chart below lists the school council's role in respect to the rest of the school community:

ROLES IN SCHOOL COUNCIL BUDGETING			
District Personnel	School Council	Principal	Teachers
<p><i>Provides technical assistance to school council with financial obligations and requirements (e.g., Redbook requirements)</i></p> <p><i>Discusses categorical program options and address uses to meet identified needs in improvement planning process.</i></p>	<p><i>Reviews budget reports</i></p> <p><i>Requests funds from the board of education for maintenance, supplies and equipment that are not covered in school accounts</i></p> <p><i>Ensures that professional development expenditures are reflected in the school improvement plan</i></p> <p><i>Approves the school budget annually</i></p> <p><i>Determines job classifications each spring</i></p>	<p><i>Tracks all school expenditures</i></p> <p><i>Explains MUNIS reports to the school council</i></p> <p><i>Ensures budget requests are aligned with the school mission and improvement goals</i></p> <p><i>Facilitates discussions around job classifications and school needs</i></p>	<p><i>Communicates budget needs to the school council</i></p> <p><i>Requests resources that are aligned with the school mission and improvement goals</i></p>

Activity: Below is a list of ways several school councils have used budgets to make a difference in school achievement. Rank the examples in order of importance to you. One indicates a top priority for you, while five represents what you deem least important. Share your thoughts with your table.

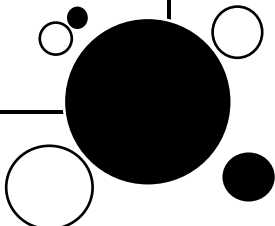
- _____ *Paid math teachers to tutor struggling students before school using extended school services (ESS) funds*
- _____ *Spent Title I, Part A money on instructional needs, including instructional assistants who work with struggling students during the day*
- _____ *Created an additional teaching position to reduce class size*
- _____ *Gave additional professional development opportunities to Advanced Placement teachers to help increase rigor in the classroom*
- _____ *Purchased more technology by setting aside money each year*

Final Thought: It is imperative that my council knows how to *efficiently spend funds*, because

Say: We have neared the end of our training session. Are there any lingering questions before we complete the final activity & reflection? (Pause.)

Return the participants' attention to the consensogram that they engaged in at the beginning of the training. Have each participant place a new dot/circle/label that corresponds to their perception to the question now that they have reached the end of the session. Once participants have completed this task, allow 2-3 minutes to complete the final reflection.

FINAL REFLECTION	<p><i>The most important thing I learned (or was reminded of) about school councils is ...</i></p> <p>Answers will vary.</p>
	<p><i>As a council member, I hope to contribute _____ to my school!</i></p> <p>Answers will vary.</p>



Say: This concludes the required six-hour Introduction to SBDM training for new members. You may keep your training module booklet. Thank you for your participation and attention throughout this training. Your commitment to your school's council is invaluable. You will be issued an ELLA certificate that signifies you have satisfied the requirements of the new member training.

Show your participants the glossary on the next several pages and explain that this can be used as a resource throughout their work on the SBDM council.

Glossary

Ability grouping: the practice of assigning students to classes on the basis of their past achievement or presumed ability to learn

Academic expectations: the centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience

Accelerated learning: advanced courses or classes in which highly motivated students study subjects and topics that are beyond their grade level

ACCESS for ELL (Assessing Comprehension and Communication in English State-to-State): an English language assessment tied to the state's language proficiency standards with varying stages of second language acquisition

Accommodations: changes in the design or administration of tests in response to the special needs of students with disabilities or students who are learning English

Accountability: the concept that individuals (e.g., students, teachers, administrators) or organizations (e.g., schools, districts) should be held responsible for improving student achievement

Achievement gap: persistent, pervasive, and significant disparity in educational achievement and attainment among groups of students as determined by a standardized measure

Ad hoc committee: a committee that is formed to complete a specific task

Admission and release committee (ARC): the required meeting during which all required members, including parents, a district representation, regular and special education teachers and the child, when appropriate, participate in determining the child's IEP

AdvancED: A national education company, with an office in Kentucky, that provides school improvement and accreditation resources for Kentucky schools and districts. The ASSIST planning program and the standards used for diagnostic reviews of persistently low-achieving schools are both AdvancED products.

Advanced Placement (AP) courses: college-level courses offered by high schools to students who are above average in academic standing

Alignment: the degree to which curriculum, instruction, textbooks and other instructional materials reflect and reinforce the state's academic standards and accountability process

Allocation: the amount of funds available for school and/or district use as determined by the parameters of the program or grant

Annual measurable objective: a measurement used to determine compliance with the student accountability system

Arts and humanities: courses of study that include music, visual arts, dance and drama

Assessment: a test of abilities

Audit: A careful check or review of something

Average daily attendance (ADA): the total number of days of student attendance divided by the total number of days in the regular school year; used to determine SEEK funding to districts and materials allocations to schools.

Average freshman graduation rate (AFGR): the graduation rate formula Kentucky uses

ASVAB (Armed Services Vocational Aptitude Battery): used by the military to determine qualification for enlistment

Balanced assessment: an assessment plan that includes classroom formative and summative assessments, benchmark or interim assessments and a statewide assessment system

Benchmark assessments: tests that are designed to measure progress during a course of instruction, usually administered on a regular schedule; also known as interim assessments

Best practices: a phrase to describe what are thought to be the most effective methods to improve student achievement

Block scheduling: a way of organizing the school day into blocks of time longer than typical class periods

Bylaws: a document that clarifies the operating procedures of a governing body

Career studies: learning about finding and keeping jobs; included in the *Kentucky Academic Standards* and part of the Program Review with practical living.

Categorical programs: state or federal programs granting funds to school and/or districts for specific children (e.g., Title I, Title II, extended school services)

Certified staff: a school employee who is required to hold a certificate for his/her position issued by the Education Professional Standards Board (EPSB)

Chief state school officer: the state commissioner of education; currently Dr. Stephen Pruitt

CIITS (Continuous Instructional Improvement Technology System): a web-based program that provides teachers with resources for planning curriculum, lessons and assessments that are aligned with the *Kentucky Academic Standards*

Class cap size: the maximum number of students per class, used only to determine the allocation of staff and not necessarily the number of students in the class or course at any one particular time

Classified staff: a school employee who is not required to hold a teaching certificate (e.g., instructional assistants, paraeducators and secretaries)

Cognitive data: data relating to student performance (e.g., assessments)

Cohort: a particular group of students educated together and graduating high school together

College- and career-ready: a term used to describe the overall goal for all Kentucky students

Commissioner of education: the chief state school officer, currently Dr. Stephen Pruitt

Common Core State Standards: Sets of standards developed by a voluntary consortium of states; designed to align elementary and high school education with college readiness

requirements. English/language arts and mathematics standards were the first to be developed by the consortium. Kentucky formally adopted the standards, calling them *Kentucky Academic Standards*.

CDIP/CSIP (Comprehensive District/School Improvement Plan): the district or school's plan for improvement based on a need assessment; includes strategies and activities for teachers and administrators

Consensus: a process that requires participants to come to a common ground during decision making

Constructed response item: a question in which the student is required to construct a written answer and one that may have more than one answer; an essay question

Criterion-referenced assessment: a test that measures a student's mastery of skills or concepts set forth in a list of criteria, typically a set of performance objectives or standards

Curriculum: a description of what is to be taught in schools and/or districts

Developmentally appropriate instruction: instruction that is suited to the student's age, physical ability and mental development

Diagnostic review: Process examining the extent to which a school (or school system) has enacted effective policies, practices, conditions and cultures that maximize learner success and support continuous improvement of student achievement

Disaggregated data: data that is broken down into segments (e.g., by subgroups, by grade spans, by classes) in order to interpret it for improvement planning

Distinguished: the performance level that exceeds state expectations

Dropout rate: a proportion of students who do not complete high school

Education Professional Standards Board (EPSB): the state agency that is responsible for the certification of teachers and administrators

Educational recovery director (ERD): the person who oversees the school improvement process in a particular region of the state

Education recovery leader (ERL): the person who assist principals and school leadership in a school identified as a Priority School

Educational recovery specialist (ERS): the person who oversees the school improvement process in an identified Priority School

End-of-course (EOC) exams: Tests used as a major component of high school assessment and accountability. Assessments for English II, Algebra II, biology and U.S. history, purchased as part of ACT's QualityCore program, were first used during the 2011-12 school year.

English as a second language (ESL): classes or support programs for students whose native language is not English

English/language arts (ELA): previously known as English; includes reading, writing, speaking, listening and observing

English-language learner (ELL): a student whose home language is not English and who has not yet acquired proficiency in English

Extended school services (ESS): instructional and support services provided by school districts for students who need additional time to achieve academic expectations

Family resource youth services center (FYRSC): programs and/or services provided by center staff that assist families and students with identified needs to remove barriers to learning

Flexible grouping: short-term grouping of students for various purposes (e.g., skill development)

Formative assessment: any assessment used by teachers to evaluate students' knowledge and understanding of particular content and then to adjust and plan further instructional practices

Free appropriate public education (FAPE): special education and related services provided to students with special needs at no cost to their families

Gifted and talented (GT): a program to assist students who have been identified by testing or another measure as unusually intelligent or talented

Graduation rate: a proportion of students who graduate high school within a four-year period

Inclusion: the practice of placing student with disabilities in regular classrooms; also known as mainstreaming

Individual education plan (IEP): a detailed education plan created for students with disabilities

Individuals with Disabilities Education Act (IDEA): a federal law that guarantees children with special needs a free appropriate public education (FAPE) and requires that each student's education be determined on an individual basis and designed to meet his or her needs in the least restrictive environment possible

Individual learning plan (ILP): a web-based tool that allows students to explore, plan and prepare for their future; a required activity for student in grades 6-12

Infinite Campus (IC): the state's student information system

Instruction: the way in which students are taught the school's curriculum

Interim assessment: test that are designed to measure progress during a course of instruction, usually administered on a regular schedule; also known as benchmark assessments

Intervention: a program that does something different from what was done before in an attempt to improve achievement

Job-embedded professional development: professional development activities that occur during the school day

Kentucky Administrative Regulations (KAR): regulations that support Kentucky's laws

Kentucky Association of School Councils (KASC): a not-for-profit membership organization supporting school councils as they work to help students succeed.

Kentucky Board of Education (KBE): the group appointed by the governor to oversee the actions of the state education agency

Kentucky Department of Education (KDE): the state education agency

Kentucky Educational Television (KET): Kentucky's preeminent public media organization; provides online SBDM training

Kentucky Education Technology System (KETS): the state's plan on how technology is integrated into the school's curriculum

Kentucky Performance Rating for Educational Progress (K-PREP): the system of assessments for Kentucky

Kentucky Revised Statutes (KRS): Kentucky's laws

KOSSA: Kentucky Occupational Skills Standards Assessment: one of two measures that can be given to students to meet the career ready technical portion of college and career readiness.

KYOTE (Kentucky Online Testing): a mathematical examination management system that supports academic outreach by a consortium of Kentucky colleges, universities and school districts

Least restrictive environment: the setting in which students with disabilities can be educated alongside their peers without disabilities to the maximum extent possible

Limited English proficiency (LEP): label applied to a student from a non-English-speaking background who has not yet learned English

Local education agency (LEA): a school district

Looping: the practice of having one teacher educate a student for more than one school year

Mainstreaming: the practice of placing students with disabilities in regular education classrooms; also known as inclusion

Manipulative: physical objects used to represent concepts

Master schedule: the complete schedule of classes or courses that each teacher teaches during a school day or week

Media specialist: a librarian who has specific training in technology instruction

Migrant education: academic and support services for students whose families migrate to find employment in agriculture

MUNIS: the software used to manage district and school financial records

National Assessment of Educational Progress (NAEP): a national testing program funded by the U.S. Department of Education (USED)

Needs Improvement: a school or district achievement classification; formerly known as apprentice level

No Child Left Behind (NCLB): the title given by President George W. Bush for the reauthorization of the Elementary and Secondary Education Act (ESEA)

Non-cognitive data: nonacademic data used to determine needs; can include attendance, retention, discipline referrals, graduation rate and dropout rate

Nonperformance: a term delegating a student's lack of effort or omission of an assessment item

Norm-referenced test (NRT): a standardized assessment designed to compare the scores of individuals or groups of individuals with a representative sample of individuals with similar characteristics

Novice: A low student performance level, but consistent with a student having made an effort.

On-demand writing: a writing sample that addresses a specific prompt during a predetermined time frame

Open meetings law: Kentucky law protecting rights of citizens and the press to attend meetings of school councils, committees created by councils, school boards and many other government agencies.

Open records act: Kentucky law providing for rights of citizens to review records of school councils and many other government agencies.

Paraprofessional/paraeducator: a classified employee who assist teachers in a classroom setting

Parent compact: a written agreement of shared responsibility that defines goals and expectations of schools and families as partners in improving student achievement

Parent engagement: the active involvement of families in the daily lives and schooling of their children

Peer review: the process where district administrators, school administrators, teachers and/or parents come together to review and provide suggestions in regards to district or school improvement plans

Policy: a written process adopted by a governing body that dictates the operation of the organization

Practical living/vocational studies: a collection of subjects including health and safety, consumerism and physical education

Primary school: a Kentucky statutory requirement for the early years of elementary school characterized by multiage and multilevel groupings; primary school ends when a student enters grade 4

Professional development: activities and trainings intended to teach teachers and/or administrators the knowledge and skills needed to perform their job effectively

Professional learning community (PLC): an identified group of teachers and other school staff that meets regularly to assess student work and determine student interventions

Proficient: the academic goal for all Kentucky's students

Quorum: The number of members required at a school council meeting to conduct business or take action; this number is noted in school council bylaws.

Restructuring: the redesigning of a school, either voluntarily or involuntarily

Resource room: a specialized room where students can go to receive individualized instruction

Rigor: being academically challenging

Rubric: a set of criteria for evaluating student work or for scoring assessments; a scoring guide

School improvement plan (CSIP): the school's plan for improvement based on a needs assessment; includes strategies and activities for teachers and administrators

Schoolwide program: an instructional supplemental program for Title I schools that have greater than 40 percent low income population

Special education: a program designed to meet the unique needs of students with identified disabilities

State education agency (SEA): the Kentucky Department of Education

Summative assessment: an assessment at the end of a unit of study

Superintendent's Annual Attendance Report (SAAR): provides a summary of each district's aggregate attendance data for the entire school year

Support Educational Excellence in Kentucky (SEEK): the funding base set by the General Assembly for Kentucky's schools and districts

Targeted Assistance Program: an instructional supplemental program for Title I schools that have less than 40 percent low income population

TELL KY: A survey document that gives every certified staff member in Kentucky's public schools an opportunity to provide feedback to their schools, districts and state agencies concerning working conditions in areas such as leadership, facilities, resources, professional development, empowerment and time (TELL stands for Teaching, Empowering, Leading and Learning)

Title I: a federally funded supplemental program designed to provide services for low income disadvantaged students and families

Title II: a supplemental program that provides funds to prepare, train and recruit high-quality teachers

Title III: a supplemental program that provides funds to assist with students who do not speak English as their primary home language

Title VI: a supplemental program that provides funds to assist rural school districts.

Title X: a supplemental program that provides funds to assist with the education of identified homeless students



Kentucky Department of Education
300 Sower Boulevard
Frankfort, KY 40601
<http://education.ky.gov>